

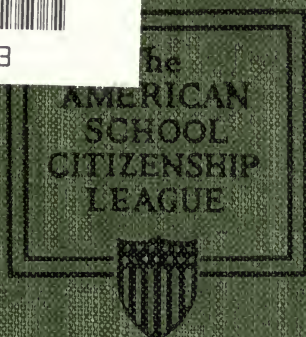
An American Citizenship Course
in United States History

COURSE
WITH TYPE STUDIES
GRADES IV-V
BOOK I

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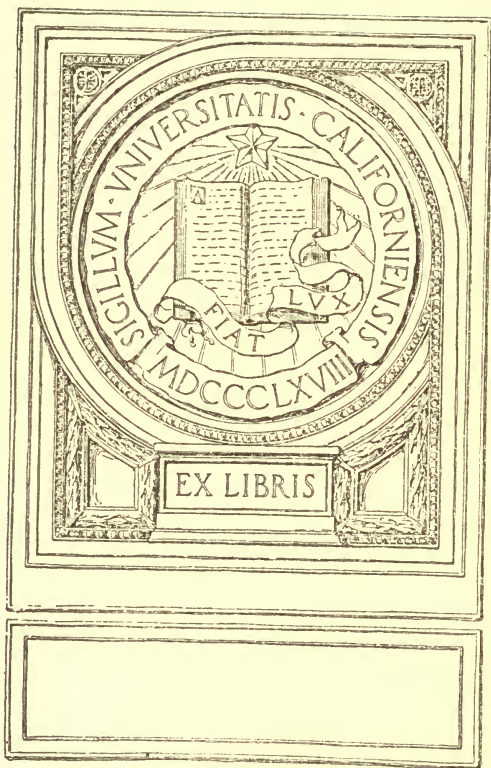


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An American Citizenship Course
in United States History

COURSE
WITH TYPE STUDIES

BOOK ONE

FOR GRADES IV AND V

PUBLISHED FOR
THE AMERICAN SCHOOL CITIZENSHIP LEAGUE

CHARLES SCRIBNER'S SONS

NEW YORK

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PREFACE

The History Committee began its work in 1913, holding its first meeting in Philadelphia at the time of the meeting of the Department of Superintendence of the National Education Association. This Committee consisted of five members, as follows: Wilbur F. Gordy, Hartford, Connecticut, Chairman; Philander P. Claxton, United States Commissioner of Education; Charles E. Chadsey, Dean, College of Education, University of Illinois, at that time Superintendent of Schools, Detroit, Michigan; James H. Van Sickle, Superintendent of Schools, Springfield, Massachusetts; and John W. Hall, Dean, School of Education, University of Nevada, at that time Head of Elementary Education Department, University of Cincinnati. From the first Mrs. Fannie Fern Andrews, Secretary of the American School Citizenship League, acted as Secretary-Treasurer of the Committee; and later on Mrs. John W. Hall was, by formal vote, made a member. Both, by their fruitful suggestions and wise counsel, materially strengthened the work of the Committee. Finally Mrs. Andrews took the responsibility of editing the Report and of arranging the final details for publication.

The meetings, which, with the exception of the first, were held in New York, extended over a period of four years, and during this time the Committee sat in earnest session as many as twenty-six days. When the United States entered the World War in 1917, it was thought best to delay issuing the Report until after the conflict should come to an end.

The great changes in the structure of civilization brought about by the war made it necessary for the Committee to make definite changes in its Report, so as to make it conform to the educational needs of the present hour. And these modifications the Committee has added all the more cheerfully, because it believes they will be helpful to both the teacher and the learner in interpreting and understanding the human world of which they are a part.

In conclusion the Committee wishes to express its appreciation of the fine co-operative spirit shown by the many able teachers who have made contributions to this Report. Much of the most suggestive material incorporated has come directly from classrooms where the vitalizing work of skilful teachers is enriching the life of the young through intimate contacts with the great and the good of bygone days.

GENERAL INTRODUCTION

Of making courses of study and curricula there is no end—no end, at least, for progressive teachers bent on doing each day's task better than the task of the day before. And of all subjects of the curriculum there is none so comprehensive and so elusive as the course in history. It is comprehensive because the materials of history have been in the making by every person born into the world from Adam down, and it is elusive because what seems important to one observer at a particular time and for specific reasons may appear to another trivial because of a different point of view and a different purpose. Observers' points of view and purposes are constantly changing. History is not static, it is not merely objective, it cannot be pinned down to a laboratory table and dissected at will; it is what we know of the stream of human life flooded with the ideals, emotions, and actions of struggling, aspiring humanity. And there is no place on the bank from which one can watch the current sweep by. Every one is in the stream and part of the seething mass itself. Any one observer sees pitifully little. The trend of events may be disclosed only through the revelations of many observers gathered

up during many years and freed from the prejudice of personal interests and the bias of race and nationality. It follows, therefore, that what the historian records is made up of a series of fleeting glimpses. He chooses that which suits his purpose; he tells the story in his own way; and so long as he sticks to so-called facts, his integrity will not be questioned.

The writing of history from a personal view-point is easy compared with the problem of what history to teach in our schools and how to teach it. Why try to teach history at all? Is the aim merely to acquaint the learner with ways and means of weighing the facts of history? Is the chief purpose the conveying of knowledge of past events? Are there any lessons that can be gleaned from the past that will be helpful in shaping human conduct in the future? Does a study of history tell us anything of the end of the road that we are now traveling?

These are questions that can be answered, and have been answered repeatedly, *ex cathedra*. But the philosophic view of history, as of other subjects of instruction, does not satisfy the progressive teacher of to-day. He has a notion that what children need is conditioned in part by what children can take and the use they make of it. It is one thing to stuff a child with food—even that food thought best by his elders—and quite another thing to get that food assimilated and built into healthy bone and tissue. The selection of material, there-

fore, for a course in history, becomes a professional task quite as important as the task of supplying the material itself; the one is the task of the professional teacher, the other the task of the professional historian.

The studies included in these volumes are an attempt to find materials in American history that can be presented to the American child in such a way as to produce a definite result—a result that will be evidenced in a better understanding of our national life, a truer sense of historical values, a keener appreciation of our international obligations, and a nobler conception of American citizenship. The work has been shared by many teachers; it has received much criticism from those who have given it a trial, and it is offered to the public, not as a work of genius or even as a finished product, but rather as a suggestion for further experimentation. The authors ask the co-operation of all who are willing to strive with them in finding a better way to train the oncoming generation in the principles of American Democracy.

JAMES E. RUSSELL.

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CONTENTS

	PAGE
INTRODUCTION	1

GRADES IV AND V

BIOGRAPHIES OF REPRESENTATIVE MEN . . .	7
---	---

TYPE STUDIES FOR GRADE IV

(1) CHRISTOPHER COLUMBUS	13
FREDA MEININGER	
(2) JOHN SMITH AND EARLY DAYS IN VIRGINIA .	27
KATHARINE KOEHLER	
(3) THE PILGRIMS AND PURITANS	52
JEANETTE STONE BACKMAN	
(4) WILLIAM PENN	78
ELSIE STRAUSS LOEBMAN	
(5) GEORGE WASHINGTON	89
HILDA PIRMAN	

TYPE STUDIES FOR GRADE V

(1) PATRICK HENRY	109
M. JULIA DETRAZ	
(2) GEORGE WASHINGTON	117
HILDA PIRMAN	

	PAGE
(3) BENJAMIN FRANKLIN	144
ETHEL SANDERS	
(4) GEORGE ROGERS CLARK	155
HELEN ORTH	
(5) DANIEL BOONE	179
HELEN ORTH	
(6) THOMAS JEFFERSON	201
MAMIE KELLER	
(7) ROBERT FULTON	208
KATHARINE KOEHLER	
(8) SAMUEL F. B. MORSE	223
MAY WARNKING	

BIBLIOGRAPHY

GRADE IV	241
GRADE V	244

A COURSE OF STUDY IN HISTORY

INTRODUCTION

Beginning with Grade IV, our Committee was unanimous in making the Type Studies an outstanding feature of this Report. To explain why we have devoted so much time and space to these studies calls for a brief consideration of the teaching and learning processes which are involved in the use of history as a subject in the school curriculum.

History has to do with human experience. It represents men as acting in groups, as a rule under the influence and guidance of great leaders. Human action is always the outward expression of the human spirit as it seeks to achieve its purpose and to realize its ideals. Actions, deeds, and events are merely symbols of the emotions and ideas which sway men in their daily living, whether in times of peaceful industry or in moments of stormy revolution or devastating war.

The significant thing for the teacher to keep in mind constantly is that the real purpose in the teaching of history is to aid the learner to re-experience the life of the past. This means that the child

shall, through his sympathetic imagination—through his feeling and thinking and imagining—live over the lives of men who manifested their ideals and purposes in what they said and especially in what they did. In other words, the study of history involves two distinct sets of phenomena—the outward life of action and the inner life of the spirit.

Only a few words are needed to make clear which of these sets of phenomena is the more important. What we wish above all else to learn from history is how to make the most of our own lives; how to work successfully with other human beings in the various forms of group life with which we are all identified in the varied activities of daily life. To stop with the knowledge of the outward life of action without getting at the intangible thing symbolized is to fail in the purpose we have in view. It is not enough to know what men did. It is not enough to learn events. We must get at the heads and the hearts of the men behind the events. We must interpret the meaning of the symbols. If we do this we shall learn the lessons which the past has to teach us. We shall understand how and why one course of action may lead to success, and another to failure. We shall thus profit by the vicarious living of men long since gone from the stage on which the great human drama has been played. Their lives were fundamentally like our own.

From the foregoing it is evident that history is not static. It is dynamic. It is not the *products*, but the *processes*, of human life that claim our attention in the teaching of history.

Moreover, the difficulties for the learner are increased by his having to deal with two forms of symbols. The first consists of words as used by the teacher in her oral statements or by the author of the historical reader or text-book which the pupils use. And this real difficulty is often faintly apprehended and sometimes not apprehended at all by the inexperienced teacher. The first question for the teacher to ask herself, then, is: Do my pupils understand the meaning of the sentences which state the events?

But when that difficulty is removed, there is still another which may rob the study of history of all practical value. In fact, if this difficulty is not overcome in every school, history should find no place in the course of study. It is this: The interpretation—the intelligent grasp—of the meaning of deeds, actions, events. Such interpretation involves far more than the memorizing of dates and facts as these are recorded in sentences, paragraphs, chapters, and accounts of definite historical epochs. It calls for the exercise of sympathy, imagination, and the reasoning power, all of which are active when the learner revives and re-experiences the past. The second question for the teacher to ask is this:

Are my pupils translating the facts of history into thought and feelings? Do they understand what the events mean?

If we are correct in our point of view, the classroom procedure in history should not be limited to the reading or study of text-books by the children and to the asking by the teacher of test or memory questions about what the children have read or studied. Too often do the teachers in the lower grades supply the information about our great historical characters either by reading to the children or by telling them and then asking them test or memory questions to see whether they have remembered. Such work has very little value, because it results largely in storing up in the memory a few unrelated and meaningless facts, and sometimes even stops with the memorizing of a few symbols in the form of dates, words, and sentences.

The aim of these Type Studies is to help teachers to *teach* history—to call into play the sympathetic and dramatic imagination—to stimulate the children through good thought questions to genuine constructive thinking toward a definite end. The questions in the Type Studies are based upon knowledge which the children have already gained through their life-experience and through previous study; again through their active thinking, through their reading and reports, they will build up new historical concepts which widen and deepen the vital cur-

rent of their thought and feeling, ideas and ideals. Thus a basis is laid for character and conduct.

When the teacher *tells* or the children *read*, their minds may be passive and receptive. When the teacher *teaches*, as these Type Studies are intended to stimulate her to do, the children's minds are active and creative. Such a procedure makes for keener interest and better memory of facts. Moreover, the resulting active mental attitude toward historical subjects, as well as toward all other subjects, is the attitude we desire children to cultivate. It is fundamental to training in strong, positive citizenship.

Having stated the reasons why we regard the Type Studies as invaluable aids to the real teaching of history, we make no apology for the prominent place we have given them in our Report. As will be noted on examination of the material outlined for Grades IV and V in this volume, many of the historical characters suggested in our General Course of Study for these grades are included in the Type Studies. If it seems desirable in certain schools to teach more of these characters, of course this can easily be done. We have tried, in the Type Studies we have chosen, to present good models as worked out by successful teachers and in many cases actually tested by classroom use.

It is hardly necessary to suggest how these Type Studies may be used. (1) They may accompany

the General Course; that is, the appropriate Type Study may be used immediately after the class has more or less rapidly gone over a historical period in the General Course. (2) They may altogether take the place of the General Course. But in whatever way they may be used, the Committee strongly believes that they will help to make history less formal, more interesting, and far more vital and illuminating. Indeed, our confidence leads us to hope that the intelligent use of these Type Studies will awaken a new enthusiasm in many a schoolroom.

GRADES IV AND V

BIOGRAPHIES OF REPRESENTATIVE MEN

Explorers. Colonial Pioneers. Local Pioneers. Representative Men in Colonial, Revolutionary, and National Eras. Inventors

GRADE IV

1. **AMERICAN EXPLORERS:** Christopher Columbus, Ferdinand Magellan, John Cabot, Hernando de Soto, Sir Francis Drake, Sir Walter Raleigh.
2. **REPRESENTATIVE MEN IN COLONIAL DAYS:** John Smith, Miles Standish, John Winthrop, Henry Hudson, William Penn, James Oglethorpe.
3. **LEADING FRENCH EXPLORERS:** Samuel de Champlain; Robert Cavelier Sieur de la Salle.
4. **LEADERS IN THE LAST FRENCH WAR:** George Washington, Benjamin Franklin, James Wolfe.
5. **LOCAL PIONEERS.**

GRADE V

1. **REPRESENTATIVE MEN IN REVOLUTIONARY DAYS:** Patrick Henry, Samuel Adams, George Washington, Benjamin Franklin, George

- Rogers Clark, Nathanael Greene, Francis Marion, John Paul Jones, Marquis de La Fayette, Daniel Boone, John Sevier.
2. INVENTORS: Eli Whitney, Robert Fulton, Samuel F. B. Morse.
 3. LEADERS AND STATESMEN: Thomas Jefferson, Andrew Jackson, Daniel Webster, Henry Clay, John C. Calhoun.
 4. REPRESENTATIVE MEN IN THE CIVIL WAR: Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, "Stonewall" Jackson.
 5. LOCAL PIONEERS.

The topics in Grades IV and V are intended to include many of the leading facts in the history of our country. The selection of these facts, however, has been made, first, with respect to the capacities and interests of the pupils of these grades and, second, from the point of view of an effective training for citizenship.

Biography is everywhere made prominent because personality makes the strongest appeal to children. Leaders, heroes, and patriots are, therefore, made the centers of great movements and important situations. Through personal knowledge of such representative men, the child comes to understand not only something of what was achieved under their leadership, but what is equally important, something of the ideals and purposes that made such achieve-

ments possible. In all cases the personal appearance of the leaders, pictures of their homes, and selections from their speeches and writings will help toward making vivid impressions of what they did and of the movements with which they were identified.

Much, very much, of the value of the work will depend upon the teacher's ability to make the material interesting by aiding the children, through their sympathetic imagination, to live amid the scenes narrated. Her power of interpretation and narration will mean more than printed or written accounts in books, letters, diaries, or journals. Even when historical readers are used, an oral presentation of the subject-matter should often precede the reading lesson. We hardly need to suggest that much work in oral language should be done not only in connection with what the teacher tells but with what the pupil reads. Although brief written reproductions should be called for often, the greater part of the language work should be oral.

In the fourth and fifth grades, as in those which follow, maps should be constantly used. But care should be taken to use maps that represent the country very much as it was at the time the events were taking place. If, for example, the pupils trace the routes of explorers on a complex political map, the result will almost certainly be a distorted impression of the facts.

TYPE STUDIES FOR GRADE IV

1. Christopher Columbus
2. John Smith and Early Days in Virginia
3. The Pilgrims and Puritans
4. William Penn
5. George Washington

(1) CHRISTOPHER COLUMBUS

FREDA MEININGER

Who discovered America? When? Why was this so great a thing to accomplish? Whom do you know who has made the trip from Europe to America? About how long did it take them? Hundreds of people go across every week. Why was it considered such an honor when Columbus made the voyage? In what way did the trip then differ from now?

Imagine yourself having a geography lesson with Columbus when a boy at school. What countries would they talk about? What trade routes would they study about? The Mediterranean countries at that time sent pitch and wood, etc., to the East across these routes. What would they bring back from the East? Why would they want these things? The Turks were conquering the countries through which the caravans passed. What were the dangers and disadvantages in these routes? The teacher might tell the boys and girls that some people thought the earth was round. What would the pupils say about this? What would they teach about the Atlantic Ocean? It was a sea of darkness. When you came to a certain place you would

fall off. It was inhabited by monsters. A few sailors went much farther than most ships. What would they say when they came back? They would tell of the great monsters they had seen. Why would they want to make the tales so big? Why should some sailors go out farther than other sailors had gone? For adventure. Because there were many dangers in caravan travel and they were hunting a new route to the East. Why, then, was it such a wonderful thing that Columbus did? (Compare his adventure with that of our Admiral Peary.) We are going to see how Columbus tried to solve this problem of a western route.

What preparation do you think a boy must have had to undertake such a voyage? Must have known all there was to know about the 'sea. Must have liked to sail on the ocean. Columbus lived in Genoa. (See map.) How would that help? Seaport; see ships coming and going. His father was a wool-comber, that is, a man who prepares the wool for spinners. In what way would this help or hinder Columbus? But his uncle was a sea trader. Where might he have traveled? Columbus made several trips with him. How did this help in his training? He learned how to run a ship and how to command men. He learned the arts of navigation. He had seen people of different cities. He had learned to be daring and courageous. How would this influence his studies on shore? He would study map-

making and making charts for sailors. Columbus became so interested in finding a western route to the Indies that he wrote a letter to Toscanelli, one of the greatest astronomers of the time. What questions would Columbus ask Toscanelli? The distance; the time; the different zones. How would Toscanelli answer these questions? He said that the earth was much smaller than it really is; said it would take a short time to reach the Indies. He also said that if Columbus went directly west he would come to the Indies. This answer seemed to be Columbus's greatest inspiration.

Now that he had made up his mind to go, what were his new problems? Where was the wealth in those days? Using a map such as Columbus used, what places would he think of going to ask for ships? He went to Portugal and was refused. Why would these people refuse him? After King John II of Portugal heard Columbus's sailing plans he sent out ships with his own sailors to try the experiment of a western voyage, but his sailors soon lost heart and returned to Lisbon.

At last Columbus came to the king and queen of Spain. They seemed to want to listen. It seemed so important that they called a council. What men would be asked to come? What is he going to ask of them? Vessels and men. What arguments would he offer to make it desirable for them to fit him out? They would have honor in finding a

new route. They might discover islands. They would get much wealth from such lands. What would he say and do to convince them that he could make this trip? He would show his maps and charts. He would show Toscanelli's letter. He would tell them of all the trips he had already taken. What objections would some of those men make? In spite of the ridicule of the wise men the queen showed great interest in helping him. What would you think Columbus would ask for himself when he sees the queen is interested? (After discussion give the following terms which Columbus proposed.)

No. 1. Columbus should have for himself during life, and for his heirs and successors forever, the office of admiral in all the islands and continents which he might discover or acquire in the ocean, with similar honors to those enjoyed by the High Admiral of Castile in his district.

No. 2. That he should be viceroy over all the said lands; with the privilege of nominating three candidates for the government of each island and province, one of whom should be selected by the sovereigns.

No. 3. That he should be entitled to reserve for himself one-tenth of all the pearls, precious stones, gold, silver, spices, and all other articles of merchandise in whatever found, bought, bartered, or gained within his admiralty, the costs being first deducted.

No. 4. That he should be the sole judge in all disputes arising out of traffic between those countries and Spain, provided the High Admiral of Castile had similar jurisdiction in his district.

No. 5. That he might then, and at all after-times, contribute one-eighth part of the expense in fitting out vessels to sail on this enterprise and receive an eighth of the profits.

Just what was he asking in each demand? To what extent do you consider these just? How would the queen consider them? The queen refused and not until after he had been sent away and an influential adviser urged the matter did she send for him and agree to his terms.

Now that he is promised support from Spain what further difficulties is he likely to meet? Getting men. Why would it be more difficult to convince common sailors than the queen? They were more superstitious; ignorant. The queen knew the new ideas about the sea. The queen might lose only her money, but the sailors might lose their lives if the enterprise turned out to be a failure. At last prisoners were set free if they would agree to go with Columbus. Other men had debts forgiven them or suits at law stopped if they would go. Why would they be willing to go? This would be their only chance of escape. What would these men think of Columbus and the trip? What kind of sailors would they be? What would they have to take with them?

How long would they expect to be gone? What kind of provisions would they take? Would they take anything else? What kind of things to trade?

When all was ready there were one hundred and twenty men on the three small ships. Just before sunrise on August 3, 1492, they set sail from Palos. (Show picture of ships.) Who would go down to see the ships leave? What would these people think when they saw the ships leave? What filled the minds of the sailors? From Palos the ships sailed to the Canary Islands. On the 8th of September they sailed from the Canary Islands out on the unknown "Sea of Darkness." When this last known land sank from sight, what would the sailors do? What could Columbus do when these men complained? Tell them stories of the riches of the Indies. As the days dragged on and no new lands appeared, what would the sailors begin to recall? fear? talk about?

Why would Columbus keep an accurate record of the voyage? If he finds a route many others will follow. He also wants to report to the queen. Just what records would he keep? Number of miles, where he was, temperature, winds and waves. How would this record affect the sailors if they saw it? They would realize how many miles from home they were. How could Columbus prevent this added fear? By keeping a double record. Each day he subtracted a certain number of leagues from the true record before he showed it to the sailors.

A few days later the ships struck great masses of seaweeds. What did this tell? The sailors thought of old stories of a frozen sea and imagined this must be the place. On the 7th of October the glad cry of "Land!" was raised. What would everybody on the ships do? But the supposed land was only a cloud. What effect would this have on the sailors? Just when the trip seemed to end in failure some song-birds passed over the ships. A day or two later the sailors found a branch of a thorn-tree with berries on it floating past. What effect would these things have on the sailors? About ten o'clock the next night Columbus saw a glimmering light appearing and disappearing in the distance. What might this be? When the sailors heard of it, what would they do? On the morning of October 12th the Spaniards saw a beautiful little island before them. What country did they think this was? What kind of trees, plants, birds, and people would they expect to find? Instead they found trees of unknown kinds. The natives of this place were of copper hue. They wore little clothing and their bodies were greased and painted. What would these people think of the Spaniards? Of the ships? Columbus called these people Indians, thinking he had reached the Indies. This island was one of the islands of the Bahama group. What duties are now before him? (Teacher should add information about taking the land in the name of Spain.)

They explored the island and then returned to

their ships and began to make a tour of the other islands near by. While they were exploring the islands a terrible thing happened to the Santa Maria. The steersman had gone to sleep and left the vessel in charge of a boy who did not know how to steer it. The ship ran against some rocks and was wrecked. Another of his vessels had already deserted the fleet. Columbus had now only his smallest ship, the Nina, left. What difficulty about the return? What could some of his men do while Columbus went back to Spain for more men and vessels? What directions would Columbus give these men? What would Columbus take back to Spain with him? In what way would the attitude of the sailors be different on the return voyage?

The only notable occurrence on the return voyage was a storm. What would be Columbus's chief anxiety? He wanted to get the news of his success to Spain. How could he do this even though the ship went down? He wrote a short letter to the king and queen, enclosed it in a cake of wax, and put it in a keg. This he flung into the sea. What do you think he wrote in this letter? The Nina passed safely through the storm, and on March 15th reached the harbor of Palos. How many months had passed since Columbus left Spain? From August 3d to March 15th.

What would the people of Palos think and do when they saw the Nina come sailing into the har-

bor? How would this compare with the scene when the ships left? To whom would Columbus go first? What preparations would Columbus make for his report to the queen? He would take his records and charts, Indians, birds, and plants from the new lands. Give Columbus's report as you imagine he gave it to the king and queen. What effect would this have on the king and queen? What if they had really known of the discovery of a new land? What had been promised Columbus? Recall the promises. He was to be governor of the new land. What would Columbus wish to do? Go back.

The king and queen bade him get ready for a second expedition. Why would men be willing to go now? Compare this with the departure on his first voyage. So out into the Western Ocean sailed the great expedition of one thousand five hundred men, many of them men of prominence. Soon they came to the island where the men had been left, and the fort built. It was night. What would Columbus expect to find where the fort stood? Seeing no light what might he do to awaken the soldiers in the fort? There was no answer. Soon a native came up to the ship with presents for Columbus. What would Columbus ask him? He told him that the fort was destroyed and the Spaniards were all dead. The men had been lazy and treated the Indians badly. At last an old chief who lived

in the mountains had led the Indians against the Spaniards and they were conquered. What effect would this have on Columbus? Columbus did not give up. He was going to build not only a fort this time but a city. What kind of place would he select for a city? Good harbors, good soil, and not swampy. At last he found a place on the northern side of the island of Hayti. (Find on the map.) When the city was started he set out in search of gold. How would he find out where the gold was? Where would the Indians tell him to look for it? Columbus and the other Spaniards set out in search of gold on the other islands near by. They did not find much gold nor did they find the rich cities of the Indies. How would this affect Columbus? He became sick and his brother took charge of the island. Just as soon as Columbus was able, he set sail for Spain. When he returned from the second voyage what would the people expect? What would Columbus tell about the second voyage? How would this affect the people? What must we say about the second voyage? Why a failure?

What would Columbus want to do? Why? Look after his colony and find a waterway to the Indies. What would the king and queen think about this? At last, however, in 1498, the admiral set out on his third voyage. This time he sailed to the mainland of South America. While he was there he became very ill and his boats began to leak. Where

would he go? When he reached the colony he found that the men were again in trouble. Columbus tried to settle the matter. Two ships were sent back to Spain with letters for the king and queen. What would Columbus write to them? Other letters came from the men who rebelled. What would these letters say about Columbus? About this time a Portuguese ship returned from India with spices and precious stones. How would this affect the attitude of the Spaniards toward Columbus? What would the king and queen think about this? What would they do? What promise had they made about governing the islands? They sent out Bobadilla to set things right in the new colony. What do you think about their action? What conditions would Bobadilla expect to find in Hayti? But when he got to the colony everything was in good order again. He had made his trip for nothing, and if he went back he thought people would laugh at him. What might he do now, so that people would not laugh at him? He took possession of the forts and told the people that he was governor. What would Columbus do about this? What could Bobadilla do? He took Columbus as his prisoner and hurried him back to Spain to be tried and punished. What would the people in Spain think when they heard that the admiral had been brought home in chains? What would they say? Soon the news reached the king and queen. What would they think and do?

They sent a letter to Columbus telling him how angry they were that Bobadilla should dare to treat him as he had. What else do you think the letter would contain? An order for his release and a request for him to come to court. When Columbus appeared before the king and queen, sick and in trouble, how would the rulers be affected? What would Columbus tell them? About Bobadilla and the colony. What would the king and queen tell Columbus? That they had not sent Bobadilla to take him prisoner. They promised to have everything made right again. To set things right, what would they have to do for Columbus? What dangers in sending him back to the colony?

At last the king and queen said he might go back, if he would not go near Hayti, and if he would be sure to find other and better gold lands. What would Columbus think about these orders? What do you think about them? At last after much delay Columbus set sail in 1502 on his fourth and last voyage. When he came near the island of Hayti one of his ships needed repairs. What would he do? What had the king and queen told him? What would the governor say? Just at this time the governor was preparing to send several ships back to Spain. Some of these ships carried gold. These ships were in the harbor. One day Columbus noticed that a storm was coming on. What would he do? Sent a message to the governor telling him

of the storm and asking permission to come in the harbor. Advised governor not to send out fleet. What would be the wise thing for the governor to do? But he refused and said no storm was coming. Where could Columbus go now? Sail along the shore and look for a harbor. The great gold fleet was destroyed. Many of the enemies of Columbus were drowned. After the storm Columbus sailed west and along the coast of Central America. Then he set out to find a waterway to India. The Indians here told him of a narrow place and a great water beyond. What was the narrow place? Look at your map and see how near Columbus was to the way across to the Pacific, where men have just finished digging a canal. Columbus was sick, some of his ships were wrecked, and the food was almost gone. Where could they go for help? Columbus did not stay on the island long, but returned to Spain. Compare his return with that from the first voyage. What would he think about the promises of Queen Isabella and King Ferdinand? What had they promised Columbus? What had Columbus promised to do for them? What would he plan to say to them about it? While Columbus was on his way to the court, Queen Isabella died. How would this affect the admiral? Columbus told Ferdinand the story of his last voyage, but the king gave him little encouragement. To what extent was King Ferdinand justified? A few months later Columbus

died, still firmly believing that he had found a new route to the Indies.

What did Columbus set out to do in his first voyage? Was he successful? Why then do we study about him in history?

(2) JOHN SMITH AND EARLY DAYS IN VIRGINIA¹

KATHARINE KOEHLER

During the hundred years following Columbus's voyages to America, English and Spanish ships were sailing the seas. What were the explorers all seeking in those days? Gold and a passage to India. Why? If you had been a little boy in England then, what stories of adventure would you have heard? What stories in particular would you have liked? About the discovery of new lands; the finding and capturing of treasure; stories of storms at sea; escapes from pirates, etc. Why was a sea voyage in those days so much more hazardous than now?

In what other parts of the world could one have found plenty of adventure? In southeastern Europe and in Asia Minor there was war going on between Turks and Christians. The Christians were trying to drive the Turks out of Europe, because they destroyed the towns, ruined their trade, and robbed their merchants.

¹ Much of the material for this plan on John Smith is taken from Smith's own accounts. Historians seriously doubt the accuracy of many of his statements, so due allowance may be made.

There was a boy in England named John Smith, born in 1580, who heard all these stories of adventure. Once when he was on his way to school he sold his books and satchel to get money to start out secretly upon some adventures of his own. When he found that he had to walk the whole distance to the sea, he decided to wait and go another time. His parents died when he was thirteen years old, leaving him quite an estate in the hands of guardians. John Smith was soon apprenticed to a merchant, but he was not at all interested in the business because the merchant would not send him at once to sea. The merchant was glad to be rid of the boy when he ran away.

What would he ask of his guardians? What would the guardians think? What ought they to do? What they did was to give him his choice of two things: he might have his liberty and leave his estate to them or he must stay in England and enter some business until he was old enough to manage his own estate. He chose his freedom rather than his money. His guardians gave him ten shillings out of his own money.

Now what must he decide for himself? How he can make a living and how he can enter the adventurous life. What would attract him? The wars in Europe and the explorations in America. Which do you think he had the best chance of entering? The wars in Europe, for they were nearer at hand.

He served in the Netherlands for three or four years. What would he be learning? The art of war and cavalry maneuvers. Then he embarked on a French man-of-war bound for the East. The ship met with bad weather. When the sailors found that Smith was an Englishman, they threw him overboard. Why? They thought the weather would never be fair so long as an Englishman was on a French ship. He was picked up by another ship which was going to Austria. Here he enlisted in the Austrian army to fight against the Turks. What did he desire in the army? He wished to become a leader. To become known for his ability. How could he accomplish this? He fought so bravely and gave such good advice to the generals that he was given a high position in the army. Finally he was taken prisoner, sold as a slave, escaped and made his way across Russia and back again into Europe, and finally into England.

John Smith was now about twenty-five years old. What had he learned? His experiences had sharpened his wits, made him wary. He had learned to understand and control men; to withstand fatigue and hardship; to keep up his courage and to find a way out of his difficulties.

How will the quiet life in England seem to him now? What will he think of an offer to accompany a ship-load of colonists bound for America? Why do you think they were going? To find gold and a

passage to India. The London Company, which was a company of merchants, fitted out some ships, with a famous old sea-captain, Captain Newport, in command, and about one hundred colonists, and sent them to America. Why would the Company do this? They expected the colonists to send back gold, food, and anything else of value they might find.

What kind of men would go? What kind of men should be sent if they are to raise food and send back valuable products? There were one hundred and five men in all with Captain Newport in command of the ships. Twelve were laborers, a few carpenters, a blacksmith, a mason, a barber, a tailor, and fifty or more "gentlemen," or men who had never worked. In which class was Smith? The names of those who were to be leaders were put in a sealed box, not to be opened until they arrived in Virginia. What was their purpose in sealing the box? They set sail on New Year's Day, 1607. What supplies would be needed for such an expedition?

They finally selected a place on the James River to build a colony. This was started in May, 1607, and was called Jamestown.

How long had the colonists been on the ship? What would they do on such a long voyage? How would they sometimes entertain each other? Who would have interesting stories to tell? John Smith and Captain Newport. Smith loved to tell stories,

and when he found the men listened so eagerly at first, he sometimes made his experiences more wonderful than they really were. Why did he dare do this? He also ordered the men about a good deal as if he had authority over them. How would this make the men feel toward Smith? What did they say he was trying to do?

What are some of the immediate things the people would be eager to do upon arriving? Explore the land, see the natives, open the box with the leaders' names, and begin to move their goods from the ship onto the land. John Smith was to be one of the council, but he was not allowed to take his place. With what was he charged? How did these charges arise? What could he do to disprove them?

What work had to be done in this new land to make the colony a success?

- a. Make friends with the savages.
- b. Build homes and a fort for protection.
- c. Procure food—plant crops for future provision.
- d. Discover any natural resources that would be useful in the trade with England.
- e. Explore the country.

To which should they give their attention first? To the building of a fort and dwellings. Instead of building any suitable homes, some stretched up canvas sails between two trees for shelter, some lived in caves, some made rude huts, and others simply slept on the ground. Why did they do this? The

weather was warm and pleasant; men were not accustomed to work. What did they expect to find in this country? How, then, would they spend most of their time?

What should their second problem be? Raising food for future use. What food had they for their immediate use? That which they had brought on their ships. Why did this problem of raising food not seem to them important? They were the kind of men who had never had to think about working. Besides, they expected to find gold and could then buy food from England. How would a long voyage affect the supply of food that was sent to them?

Before they were fairly settled, serious troubles began. One of these was the hot weather of the new country; another, the damp, unhealthy air which rose from the undrained swamps surrounding Jamestown. How would these things affect the settlers? Many became sick and tossed about on their rough beds in a high fever. At times three or four died within twenty-four hours.

During the weeks that followed their arrival in the new country how would they increase their stock of food? It became so scarce that each man was allowed to have only a cupful of mouldy wheat or barley for a whole day.

How would the Indians feel and what would they do? They were unfriendly, and not long after the landing of the white men, two hundred redskins fell

upon them, killing one and wounding eleven of their number.

What would John Smith and the other settlers do then? They all—that is, all who had enough bodily strength—took turns in doing sentinel duty. Each man had to be on guard every third night. How would this hardship affect the health of the settler? Lying on the bare, damp ground, as they had to do, caused more sickness than ever. In some cases not five men could be found who were strong enough to carry guns.

What would be the result of all these troubles upon the wretched settlers? During the hot summer months about half of them died. It was a bad beginning for the first English settlement in the New World.

Captain Newport returned to England in June, but before the ship left Smith was admitted to the council. Why do you think they gave him his rightful office? Why would the settlers look to him for help? He was a brave, strong man and quick to think. If he had not been in Jamestown perhaps all the settlers would have perished.

Why was it easier for the Indians to store up food? They knew the necessity for planting and had had experience in hunting.

When the cooler days of autumn set in, the outlook was much better. Why? Not only was there less sickness, but there was more food. Game began

to run in the woods, water-birds and fish were plentiful, and their garden vegetables ripened.

As the colony was now getting along better, what was Smith's new problem? To look for the passage to the South Sea, as the London Company had ordered the settlers to do. For, as you should know, men were still searching for the shorter route to the East, as Columbus was when he made his voyage to the New World, and many even in 1607 believed that the South Sea—or the Pacific Ocean, as we call it now—lay just beyond the mountains west of Jamestown. So one day in December Smith set out with a small number of men. They went up the James River, and from there up the Chickahominy River. When they had gone as far as they could with their boat, for the stream became too shallow, Smith left some of his men to guard the boat and provisions while he stepped into a light canoe and with two white men and two Indian guides paddled on up-stream. What do you think was his purpose in doing this? While he was gone his men disobeyed his orders and left the boat to go ashore. They were pursued by Indians and killed. The Indians then pursued Smith, who had landed, and with one of his Indians was pushing his way into the forest. But he held the Indian as a shield to protect himself from their arrows. Finally when they became too many for him, he fled into a swamp. What would happen to him here? What

would he try to do then? Since it was useless to try to escape just yet he had to keep the Indians from killing him. How could he make friends with them? Where had he probably left all his trinkets? He had with him to guide him through the forest a compass. How is a compass used? He showed this to the Indians. What would they think of it? What did they try to do? How did they feel when they touched the glass and not the moving needle? How would they feel toward Smith now? What would they want to do with this wonderful white man? Show him to their tribe. How would they all treat him? Why would it be better for him not to try to run away? He must win their confidence not only for his own sake but for the rest of the settlers.

The Indians took him from village to village and treated him with a great deal of respect. Smith, who knew very little about the Indians, thought that he was being fattened up to be eaten. Had the Indians any purpose in being kind to Smith? What did they desire from the white people? How would the big guns help the Indians?

Finally Smith was taken before their chief, Powhatan. Powhatan listened to the story, and deciding that it would be just as well not to have such a wonderful man around, ordered Smith to be killed. When his head was placed upon a block to be cut off, the chief's favorite daughter, a little girl of ten

or twelve years of age, Pocahontas, rushed over and laid her head beside the prisoner's, and, according to an ancient Indian custom, the prisoner's life was spared and he was adopted into the tribe. What might the Indians still demand?

Before Smith was allowed to return to Jamestown, after an absence of about two weeks, he had to send some messengers to the colony with word that they were to give the Indians two cannon and a grindstone. Smith wrote this message on a piece of paper. What would the Indians think when the white people read from the paper and did just what Smith said they would do? Why was he safe in promising two cannon and a grindstone? They were too heavy to be carried so far. The Indians went back with nothing but trinkets. Smith was set free. How had he gained their friendship? By his bravery, honesty, and shrewdness. What had he learned during his stay among them that would be interesting to the people at Jamestown? He had also won a friend in Pocahontas, who later carried food to the starving settlers, and in other ways acted as their friend.

When Smith got back to Jamestown he found the settlers were out of food. How would they get more? Captain Newport returned from England with fresh supplies and with one hundred and twenty new colonists. In what other way might food be obtained? Pocahontas, along with a band of In-

dian braves, soon came to the settlement, bringing baskets of corn, wild fowl, and other kinds of food.

What had Smith's expedition done for the colony? How would the settlers feel when they saw his influence over the Indians? They were jealous. What might they do to gain favor with the Indians? They began giving the Indians larger presents when they came to trade. What harm did this do? What sort of things might the Indians demand? The men gave what the Indians demanded, especially while Smith was away on his exploring expeditions. How would all this make the Indians feel toward the settlers? They came to regard the white settlers with contempt when they saw that the settlers were afraid of them.

What would the Indians be apt to do now? Why would they not be so afraid of the arms of the white men any more? Why should they wish to destroy the settlers? What must be done to save the colony? Get the firearms away from the Indians. The colonists saw their mistake and again turned to Smith as their leader. He succeeded in getting most of the weapons again and punished severely all Indians caught stealing any. What effect would this have upon the Indians?

After friendship was restored with the Indians, to what other things would Smith turn his attention? To exploring the country and finding products to ship back to England. The following summer he

explored the Potomac River and various parts of Chesapeake Bay. He sailed three thousand miles and made a very good map of the country. What had been necessary for him to do before he could draw such a map? It was very good, and none better was made for one hundred and fifty years. Of what use was this map?

On Smith's return to Jamestown he was made president of the council. Not many weeks later a deadly peril threatened Jamestown with ruin. The Indians turned against the settlers. Why would Powhatan stand in fear of the white men? If they kept coming, he thought, his people would before long be driven from their hunting-grounds.

How would this wily chief plan to get rid of the white men? Simply by refusing to give them corn, for in this way, he said to himself, I can starve them out. What would Smith do to meet the new danger? Make a brave stand. So, with forty armed men he took a long journey by boat to Powhatan's village in midwinter and said to the chief with firm courage, "We must have corn!"

What would Powhatan say to this demand? "You can have the corn," he replied, "if for every basketful you will give me an English sword." What would a man like Smith do then? He did not hesitate to refuse. What else would he do? In a masterful way he compelled the Indians to carry corn on board the boat.

Would the old chief be willing to submit tamely without trying to injure Smith and his men? He was all the time planning to murder every one of them. Why didn't he succeed? Little Pocahontas again proved herself a friend to the white man. That night, at the risk of her life, she came to Smith in the darkness and told him of his danger. How would this help him? Put him on his guard, so that the Indians could not take him by surprise. The next morning Smith sailed away unhurt.

What did the London Company demand from the colony? Gold and other valuable articles.

When the colonists had been in Jamestown only a short while, they found something which resembled gold. Even Captain Newport thought that it was gold. What do you suppose was done with this? What would the London Company say upon receiving a cargo which proved to be worthless? What would they tell Captain Newport?

The second cargo was of cedar lumber. What messages would be sent to Jamestown on the subject? Why did the colony prove to be a very expensive undertaking? Who would be blamed? What were the causes of their failure? What did they need? In one of Smith's letters to the Company he said, "When you send again, I entreat you rather send but thirty carpenters, husbandmen, gardeners, fishermen, blacksmiths, masons, and diggers-up of trees roots, well provided, than a thou-

sand such as we have." He also said, "During the absence of Captain Newport, I followed the new begun works of pitch and tar, glass, soap-ashes, clap-board, where of some small quantities we have sent you." How are these articles made? Could we make some of these things the way they made them?

You have seen how Smith managed the Indians. Keeping in mind the kind of men most of the settlers were and their purpose in coming to the New World, what trouble would he have with them? How would he manage them? As the greatest need at Jamestown was food, he said: "To save ourselves from starving, every man must turn to and help by working. He who will not help shall not eat." Was this new rule a good one? Would the men obey it? Although the lazy settlers did not like it, they set to work cutting down trees, building houses, clearing up the land, and planting corn.

If all went to work, what would the outlook be? How would the settlers feel toward Smith? Why should they feel grateful to him? If he had stayed with them, there is little doubt that the colony would have prospered.

But in 1609 Smith met with a dreadful accident. Sleeping in his boat, some one accidentally fired his powder-bag. There was no surgeon in Jamestown, and as the ships were about to sail the next day, he ordered his passage to England.

At the time he left, the colony was in better condition than it had ever been. The harvest was newly gathered, there were plenty of arms and ammunition, one hundred well-trained soldiers, the language and homes of the savages well known to them, tools and supplies enough, fifty or sixty houses, a fort, and some plantations.

Who deserved the credit for the hopeful condition of the colony?

Some time after his return to England, the London Company asked him a number of questions about the colony. What would be some of their questions?

Why did the colony not prosper better than it did? Why did they not send to England more articles to trade? Why did they have so much trouble with the Indians? What did the colony need to make it a success? How do you think Smith would answer each of these questions? Here are some of the Commissioner's questions and Smith's answers.

THE COMMISSIONER'S QUESTIONS AND SMITH'S ANSWERS

Question 1. "What conceive you is the cause the Plantation has prospered no better since you left it in so good a forwardness?"

How would Smith answer this question?

Answer. "Idleness and carelessness brought all I

did in three years in six months to nothing, and of five hundred I left, scarce threescore remained, and had Sir Thomas Gates not got from the Bermudas, I think they had been all dead before they could be supplied."

Question 2. "What conceive you should be the cause though the country be good, there comes nothing but tobacco?"

What do you think was the reason for this?

Answer. "Tobacco is worth three shillings the pound, corn two shillings six pence the bushel. More tobacco was raised than corn and the people had tobacco to ship and no corn to eat."

Question 3. "What conceive you to have been the cause of the massacre and had the savages had the use of any pieces in your time, or when, or by whom were they taught?"

What did Smith answer to this?

Answer. "The cause of the massacre was the want of marshall discipline. In my time though, Captain Newport furnished the savages with swords in exchange for food and many fugitives did the same, and some pieces they got accidentally, yet I got the most of them again, and it was death to him that should show a savage the use of a piece. Since I understand they became so good shot, they were employed for fowlers and huntsmen by the English."

Question 4. "What charge think you would have

settled the government both for defense and planting when you left it?"

What would Smith say that they needed?

Answer. "Twenty-thousand pound would have hired good laborers and mechanical men and have furnished them with cattle and all necessities and a hundred of good workmen would have done more than a thousand of those that went."

Smith never returned to Jamestown. However, he made a few trips with some fishing expeditions to the coast of New England, but that was before there were any colonies there. He explored the coast and drew maps of it. They found the fishing wonderfully good. What would he urge the trading company to do? Of what use would his maps be?

When he returned after these fishing expeditions he tried to take a colony over to New England but his men mutinied on the way; his ships were captured by pirates and he returned penniless to England, where he remained the rest of his life. In what way had he made it easier for others to go to America now and avoid difficulties? He wrote many books and pamphlets describing the country and what they would need for such an expedition. He made out and published lists of supplies that a man would need in the new country. What would you put in this list? Here are some of his lists made out for colonists.

“A list of necessities as either private families or single persons, shall have cause to provide to go to Va. whereby greater numbers may in part conceive the better how to provide for themselves.”

APPARELL.	£	s	d
A monmoth cap.....	1	10	
Three falling bands.....	1	3	
Three shirts.....	7	6	
One waste-coat.....	2	2	
One suit of canvas.....	7	6	
One suit of frize.....	10		
One suit of cloth.....	15		
Three pair Irish stockings.....	4		
Four pair shoes.....	8	8	
One pair garters.....			10
One dozen points.....			3
One pair canvas sheets.....	8		
Seven ells of canvas to make a bed and boulder to be filled in Va. serving two men....	5		
One course rug at sea for two men.....	6		
	£ 4		

VICTUAL FOR A WHOLE YEAR FOR A MAN, AND SO AFTER

THE RATE FOR MORE	£	s	d
Eight bu. of meal.....	2		
Two bu. of peas.....		6	
Two bu. of oatmeal.....		9	
One gallon of Aquavitæ.....	2	6	
One gallon of oil.....	3	6	
Two gallons of vinegar.....	2		
	£ 3 3		

ARMS FOR A MAN

	£	s	d
One Armor complete, light.....		17	
One long piece five foot and a half, near musket bore.....	1	2	
One sword.....		5	
One belt.....		1	
One bandilier.....		1	6
Twenty pound of powder.....		18	
Sixty pound of shot or lead pistol and goose shot.....		5	
	£ 3	9	6

HOUSEHOLD IMPLEMENTS

	£	s	d
One iron pot.....		7	
One kettle.....		6	
One large frying pan.....		2	6
One gridiron.....		1	6
Two skellets.....		5	
One spit.....		2	
Platters, dishes, spoons of wood.....		4	

Summary. In what ways did John Smith help all the early colonies in America?

1. Gathered information of all kinds about the country and made maps.
2. Showed people what was necessary to make a successful colony.
3. That good workmen were needed to start homes and farms.
4. That the Indians could be managed if treated wisely.
5. That valuable products could be produced if the men were willing to work.

When Smith left for England in October, 1609, Jamestown had five hundred settlers. How did they get on without his wise leadership? How did the Indians act? Not long after he had gone, they began to rob and plunder the settlement, even killing some of the settlers.

How would the cold winter weather affect the colony? There was much sickness and suffering. At times several died in a single day. What other trial and hardship would fall upon them? Before the end of the winter there was no food. What would the wretched, starving men do then? They tried in vain to live on roots and herbs, and then in desperation they even ate their dogs and horses. It is easy to understand why this dreadful winter was called "the starving time." When spring came only sixty of the five hundred men were alive.

What would save the settlement from ruin? Later in the spring a little vessel arrived from England with more men. What would be the condition of the sixty settlers who had saved themselves from death during the winter? They were so weak that they could hardly walk and were quite unable to do any work.

As the vessel brought only a little food, the settlers all decided to sail away for England. What would cause them to change their minds? Before they reached the mouth of the James River they

met Lord Delaware, the new governor of the colony, who had come with three ships loaded with men and supplies. How would the settlers feel now? What would they do? They turned back and the colony was saved.

What kind of governor did the colony need? Lord Delaware made wise laws. How would the settlers behave? Everybody seemed willing to lend a hand and do his part. But just as the settlers were once more becoming hopeful, Lord Delaware had to go back to England because he was not well.

Sir Thomas Dale was left in charge of the colony. He was a stern ruler. Why was such a man needed at that time? He also made one very good change. Ever since the coming of the colonists to Jamestown they had kept up the foolish plan of having one large storehouse which they used in common. What did this mean? Every man put into this storehouse what he raised and took out what he needed.

Why was this a bad plan? The lazy men let the others do the work for them. By the new plan each settler was to have three acres of land for himself and was to turn into the common storehouse only six bushels of corn a year. What would he do with the rest of his crop? It was his own to use as he liked.

Why was the new plan better than the old? It was much fairer. The lazy men had to work or starve, while the good workers raised so much corn

that the colony after that not only had all it needed but could sell to the Indians.

Another change that was a good thing for the colony was a new way of making laws. Up to this time the settlers had had nothing to do with managing the affairs of the colony. But in 1619 a new charter allowed each settlement—there were now ten besides Jamestown—to send two men to an *Assembly* to help make the laws for all. Why would the settlers like this way of governing themselves through men that they selected to represent them in the assembly?

Now that each man could have for his own what he worked for and have a share in making the laws for the colony, what would happen? A better class of settlers came to the colony.

Up to this time nearly all the men who came over were not married. They expected to remain only a while and then go back to England. If they had their own homes in Virginia what would they be likely to do?

Early in 1620 the London Company sent out ninety young women to become the wives of the settlers. How could each settler get a wife from among these maidens? By winning the consent of the one he chose and then paying the Company the cost of her passage from England. How did the plan work? Many happy homes were started.

Why would these changes make the settlers better

satisfied with their new life? Moreover, they were making money rapidly by raising tobacco, and they were all the time feeling safer and stronger because their numbers were growing larger.

Why would they raise more tobacco than anything else? The soil and climate made the raising of tobacco more profitable than anything else they could do. So they planted many acres of it, and as tobacco would not grow year after year in the same soil, the planters had to own a great deal of land, that is, large plantations.

What would they need for the care of these plantations? To help meet this need, poor boys and girls were brought over from England and bound to service until they should grow up. In what other way could the planters get workers? Later on men came who had agreed, before starting, to work a certain number of years for the man who paid their passage over. These men were called indentured servants.

But the planters still needed workers. How could they get them? In 1619 twenty negroes were brought from Africa to Virginia in a Dutch vessel and were sold as slaves. But for a long time the number did not increase very much.

There were many rivers in eastern Virginia where the planters lived. How would these rivers help them? Every planter tried to get a plantation which faced a river. Why? He could then have

his own wharf and load his tobacco for market. What would the planter do if the stream was so shallow that a vessel could not sail up to his wharf? Load the tobacco on rafts and push it down-stream. What would the planter do if he could not make use of a river or stream? Sometimes he would fill casks with tobacco and roll them down to the landing over what were known as "corduroy roads," and were made of tree-trunks laid side by side in the mud. At other times the casks were pulled to the wharf by horses or oxen.

What would the vessels carrying the tobacco to England bring back to the planter? Such things as chairs and tables, kitchen utensils, axes, hoes, plows, and clothing. In fact, for some time after John Smith and the other settlers came to Virginia, almost everything the planter needed for his house and his plantation was brought from England.

Where would the colonists try to find men to make some of these things? Among their servants were carpenters, blacksmiths, sawyers, spinners, and weavers. There were also coopers, who made the casks in which the planters shipped the tobacco.

Why would no large towns grow up in Virginia? Why was there little need of even small towns? As the plantations were large, the planters would have no near neighbors. How would they visit one another? Largely by means of boats on the many

rivers and smaller streams. If they could not go by water, how would they travel? They were very likely to ride on horseback over bridle-paths through the forests.

(3) THE PILGRIMS AND PURITANS

JEANETTE STONE BACKMAN

Who made the first settlement in this country? When? How long was this after Columbus discovered America? What was the purpose of the founding of Jamestown? Where was it founded?

Let us now find out why the second colony was started. It was founded by some other English people who came to America in 1620. How many years was this after John Smith came? They were not seeking gold. What then could have brought them? In those days in England there was only one kind of church. How many different churches do you know about now? Why does it seem wise to have so many? Each family can go to the church that suits them best. But in England, before 1620, the king said that every one must go to the one kind of church, which was very much like the Episcopal Church to-day. These churches were beautiful buildings with stained-glass windows. The interiors of these buildings were also very beautiful, many candles in stately candlesticks being used to light them. On Sunday there was much music and a long service to be read. What would the English people have to do for this church? They would be expected to attend and have to pay money for its

support. Now some of the English people had heard of a very different kind of church, in which everything was much plainer and simpler.

What might they believe about the beautiful buildings and music and service? They would believe that these things kept them from thinking of God. What could they do about the king's orders? They could do nothing except leave the country. Why would they not wish to leave England? They would not care to leave their homes, their work, and their friends.

What, then, could they do? They tried to influence the king and all the people to change the service of the Church of England a little. They called this purifying the church and were themselves called "Puritans." When this failed, they held secret meetings. Where would they be held? Imagine such a meeting. How would they go? At what time? What would they do at these meetings? Sometimes a traveling minister preached. What would he say? How would he be paid? The Puritans would give money to him instead of to the Church of England. How would the king find out about these meetings? The Puritans would be missed at the church services and their money would also be missed. Soon the Puritans were being watched and their meetings reported to the king. What did the king order them to do? He issued orders for them to attend the Church of England. On

their refusing to obey the orders, what could the king do to the Puritans? Their houses were watched by soldiers night and day. Many houses were ransacked. Some of the Puritans lost their work. Others were thrown into prison. Some were even hanged, while many of the leaders fled from the country. Finally, in 1608, one congregation of Puritans, with their preacher, John Robinson, decided to leave England. Where should they go? Why not America? If they had heard at all of Smith's colony, made in 1607, the news would all have been bad news. Besides, the distance to America was very great and the dangers many. What inquiries would they make about seeking new homes? They would inquire where they could find work and be free to worship as they pleased. They decided on Holland. (See map.) How far would they have to go? Now what problems were before them? They must get a ship to take them to Holland and they must sell their homes and belongings.

How would they go about preparing to leave England? They would have to give up their work. Why had some already no work? They would have to sell their homes and much of their furniture. Why wouldn't the Puritans take their furniture with them? Trouble and expense of moving. They would also have to pack up their clothing. But most important of all was to find a ship that would take them to Holland.

What did the king want the Puritans to do? He wanted them to go to the Church of England. What would he think when the news reached him that many of the Puritans were planning to leave the country? He did not wish these people to go, as the Puritans were known to be good, industrious people. Besides, the king was afraid that these Puritans would influence very many more to leave the country, so he wished to stop this movement at the beginning. What could he do about it? He forbade the Puritans to go and closed the ports against them.

What could the Puritans do about this? They made plans to leave the country secretly. At one time a certain captain agreed to meet them at night at a place decided upon. What would his charges be for such a voyage? He could charge whatever he pleased, and he did charge the Puritans a large sum of money. What kind of man did this show him to be? What chance had this captain to make more money? When the Puritans were all on board, it was found that the captain had been bribed and had betrayed them to the English officers. What would the English officers do with the Puritans? The Puritans were searched, their money and much of their goods taken, and they themselves sent to prison. After a month's time, most of them were released. Why? Which of the Puritans would still be kept in prison? The leaders, those who had

done most in making the plans, would have to remain.

What effect would this have on later plans? Imprisoning the leaders would cause delay. How would the Puritans who were free live? What would they think about seeking new homes? They were more determined than ever to go to Holland. Why wouldn't they try another English ship?

It happened that there was a Dutch ship in one of the English harbors. They sought the captain. What would they say to him? What would the Dutch captain think about this? He would see from their appearance that these Puritans were probably good citizens, good workers, and desirable people in any country. Arrangements were made for the voyage and a place of meeting decided upon. The Puritan men were to go to this place on foot, the women and children and their baggage were to be taken to this place in a small boat. In order to be in good time, the Puritans started so as to be at the meeting-place a day ahead of time. The boat-load of women and children encountered rough weather on the sea, while waiting for the Dutch ship. They grew seasick and begged the men who were in charge of the boat to take them up a small creek near by, where the water was not so rough. Here they spent the night, but when morning came and the tide went out, they discovered that their boat was grounded. The next morning the Dutch ship came, but the small boat

holding the women and children could not be moved. So the Dutch captain took the men on board, while waiting for the small boat to be moved. Why might this captain have been in a hurry? He had no sooner taken the men on board the ship when he saw a large band of officers and men coming to prevent their leaving England. When the captain of the Dutch boat saw this band of men, what would he do? He pulled up his anchor, hoisted his sails, and was away. What would the men on board ask of him?

What would become of the women and children and goods? They were at the mercy of the soldiers. They were hungry and cold after being in the boat all night. The children were crying. The soldiers took this band from one judge to another. What would the judges decide? Not one of the judges in the different towns knew what to do with this band of Puritan women and children. Why wouldn't the judges put them in prison? The cost would be too much, and, besides, the women and children were in a way innocent. Why didn't the judges send them to their homes? Finally, not knowing what else to do with them, they permitted them to join the men in Holland.

How would all these troubles affect others in England? Many other Puritans so admired the steadfastness and persistence of these few, that in a few years more than a thousand were in Holland.

These people lived in Holland for twelve years. In what ways would their lives be different here from what they had been in England? They would have new work, new neighbors, and new homes. As their children played with the Dutch children, what would they learn? They would learn to speak the Dutch language. What would they notice about their clothes? (Show picture of Dutch costume.) What perhaps would the Puritan children ask their mothers? They might ask to be dressed as the Dutch children were. As the Puritan boys grew older, many of them became Dutch sailors and soldiers. Often the Puritan young men and women married Dutch men and women.

Now, as the older Puritans saw these changes, what would they begin to think? They would think their children were losing the English language and customs. What would they think of doing? In 1620, what country might they hear much about? America. How? Dutch sailors told them. What might they have heard about America?

Imagine a discussion in Holland about going to America. What would be some of the arguments in favor of going to America? Their children could grow up as English children. They could worship God in their own way. They were not happy at present in Holland. Other Puritans in England might join them. A time of war and famine was expected soon in Holland. What would be some

of the arguments against going to America? They had heard that the Indians were very cruel. The trip was a long and dangerous one. They were afraid of disease and sickness in a new climate. They did not have enough money to pay for such a trip.

After discussing all these things, many of the Puritans decided to remain in Holland. Over a hundred, however, decided to leave. Compare their plans with the plans of a Russian family leaving for America to-day.

What places did the Puritans know most about in America? (Find Virginia on the map.) Show what it included at that time. Who had already settled there? What arguments for and against settling near Jamestown? They would fear the same sort of persecution as they had had in England. But if they were too far away from the other English, they would be in greater danger.

Finally they decided to ask the king to permit them to live in Virginia and to worship as they thought best. What did they expect the king to say? The king said that he would not trouble them in America as long as they lived peaceably.

What would be their next problem? They now began to make inquiries about securing a ship to take them to America. Some English merchants offered the Puritans a ship, making provisions whereby the Puritans could repay them after living

in America. In order to take the ship which had been offered them it was necessary for the Pilgrims to go to England first. (Why the new name "Pilgrims"?) They secured a small ship in Holland, called the Speedwell, loaded it with their families and necessary belongings, and set sail for England. When they arrived in England, who would meet them? Their Puritan friends gave them a joyful welcome. Many of these Puritans decided to go to America also.

The boat which the English merchants had offered was called the Mayflower. When the Pilgrims came on board with their families, it was found that the Mayflower would be overcrowded. So some of the Pilgrims set sail on board the Speedwell. This was in August, 1620.

Now the Pilgrims had not gone far on their journey when the captain of the Speedwell said that his ship was leaking and was not safe for the trip. So they were obliged to go to shore to have the boat repaired. After the Speedwell had been mended they started again. But again the Speedwell was said to leak badly and again they went to shore, landing this time at Plymouth, finally deciding that the Speedwell was not strong enough for the journey.

Which of the Puritans would be left in England? Some were willing to give the trip up. Others seemed too weak for the journey. Some were willing to wait until another boat could be secured or

until the Mayflower could return for them. Finally, on September 6, 1620, the Mayflower set sail, having on board about one hundred people, among them twenty boys and eight girls. How do you think they spent the time on the boat? They made plans for the settlement and elected their governor, Mr. John Carver.

What kind of food would they eat? What would they have to drink? How would they cook their food? This was before the time of the invention of stoves. How would the Mayflower be heated? How would the boys and girls amuse themselves? What would they talk about from day to day?

After they had had fair winds for a time, there came a time of storm and rough weather. The ship was tossed about and shaken up so that one of the main beams bent and cracked. The sails were torn, and at times it seemed as if the frail Mayflower would be lost in the great waves. Many of the sailors were afraid to go farther. The Pilgrims held a meeting to talk about what they should do. What would they say? What decision would you expect? Finally they decided to mend the break by means of a heavy iron bar and some screws.

On November 11, 1620, the Mayflower landed at Cape Cod. (Find on the map.) What would the men be obliged to do now? They would have to look for a place in which to build their homes. What sort of place would they seek? One near a

good harbor, fresh water, and a hill close by on which to build a fort.

In the *Mayflower* there had been brought a small boat. This the men lowered from the ship and prepared for a trip along the coast to look for a suitable place in which to start to build. Captain Miles Standish, a soldier, was to be in charge of this band of men. Why did they choose a soldier as their leader? What would they take with them on this trip?

At one time they landed and started walking along the shore, when they saw five or six Indians with a dog. But the savages ran as soon as they saw they were discovered. The Englishmen followed. Why? But they could not catch up to the Indians. Why? Night was coming, so the Pilgrims decided to camp until morning. How would they prepare for the night? They built a barricade around themselves, made a fire, and kept one man on watch. As soon as morning came, they followed up the Indians' tracks. These led them up a creek and they soon lost the tracks and discovered that they, too, were lost. In trying to find their way back to the shore, they went through thickets, where they tore their clothing badly. Finally, however, they came to a pond of fresh water, where they quenched their thirst. This was the first drink of New England water they had had and it was very good. In another place they found a tract of land

which the Indians had cleared and planted with corn. They saw a place where a house had once been. They saw some piles of sand and on digging into them discovered baskets of ears of corn. This was the first corn these Englishmen had ever seen. Some of it they took back to show the others on the boat and in the spring planted it.

On December 16 a company of ten picked men under Captain Standish set out in the boat. The day was bitter cold. The ocean spray, blown by the wind, froze to ice upon the men's clothing. What would they do? Turn back for safety? No, they bravely went forward.

What would they do when it grew dark? They went ashore for the night. How would they protect themselves against the Indians and keep from freezing? They built a barricade of logs, sticks, and boughs, making it five or six feet high, and inside kept a huge fire burning. Then, wrapping their cloaks about them and turning their feet toward the fire, all but the watchful sentinel lay down to sleep.

On the second morning early, while the men were preparing their breakfast, a strange cry was heard. It was the war-whoop of the Indians. Almost before the sentinel gave the alarm, arrows came flying in amongst them and the men ran with all speed for their guns. Those who had their guns with them took aim and fired and so kept the Indians away

from the barricade. As soon as a few of the Indians were killed, the others ran quickly into the woods. But one daring Indian stood behind a tree, taking careful aim, and continued shooting his arrows. The Pilgrims fired at him three times, the last bullet splintering the bark of the tree near his face, before he ran away with the others. The Englishmen followed the Indians for about a quarter of a mile, shouting and shooting as they went. Why did they consider this wise? On the way back to the boat the men gathered up a bundle of arrows, which they later sent to England. Not one of the Pilgrims was hurt, although the coats hanging in the barricade had been shot through and through.

Late in the afternoon of the same day they met with a furious storm while out on the ocean in their small boat. Rain and snow began to fall and the wind blew a gale. The waves were very high and so strong that they broke the rudder of the boat. Of what use is it? How could the men steer the boat after this? After great difficulties and dangers, they landed on a small island. Why would this be a good place in which to land? Some of the men wished to remain in the boat all night. Why? With much trouble they kindled a fire to warm themselves and to dry their wet clothing. Here they spent the night.

Finally the men decided on a place for their settlement and on December 21, 1620, the Mayflower

entered the harbor and the Pilgrims made a landing. Why would they call their settlement Plymouth?

What would the Pilgrims do as soon as they landed? Everybody set to work. What would be their work? The men and boys were busy, some eagerly chopping down trees, others sawing trunks into logs of proper length, and still others dragging the logs to the places where they were to be used.

Why would all of this have to be done by hand? The Pilgrims brought no horses, and no animals at all, except a dog or two. What work would the girls and women do? They were busy kindling fires, washing clothes, cooking food, and doing the many things that need to be done for the family comfort.

The first building that Governor Carver ordered put up was a rude log house where all might store their goods and find shelter until they could build separate homes to live in. Why was this a good plan? The captain of the ship wished to return to England and the Pilgrims were anxious for shelter at once.

How would they form the walls of their buildings? Logs were laid upon one another. What would they do next? Fill the cracks between the logs with straw and mud, and cover the roof with reeds. The windows were made of oiled paper.

How did they place their houses for safety? Put

them in two rows, one on each side of the street which led from the harbor up to the hill. Why would they build a fort at the top of the hill? They could quickly run there for protection if Indians attacked them.

How would the Pilgrims solve their food problems? During the first winter their food was plain, and there was only a scant supply. Bread made of wheat, rye, or barley was about all they had. How will they get anything else? Once in a while some one killed a deer or a wild fowl. They had neither chickens nor cows, so they could not have eggs, milk, and butter.

What other hardship would they have to meet? They suffered much from cold. Until their dwellings were finished some had slept on board the *Mayflower*.

How do you think this life of hardship would affect the Pilgrims? It caused much suffering. At one time only Elder Brewster, Captain Standish, and five others were well enough to take care of the sick. How did Captain Standish help out? As he was very gentle and kind in sickness, he made an excellent nurse. He did more. He cheerfully helped with the cooking, washing, and other household duties.

At times there was a death every day, and at the end of the first winter one-half of the settlers had gone. Compare their sufferings with those of the

Jamestown settlers in the first few months in Virginia.

Those of the Pilgrims who died were buried at night, and the places where they were buried were made to look as near as possible as if the earth had not been disturbed. Why? All this time the Indians had been prowling around the place, and had they known there were so few left, they might have made an attack. Once the Indians stole some tools from the place where the men had been working, while the men were at their dinner. But one day in March, 1621, an Indian came to the Pilgrims, speaking in broken English. Where do you suppose he had learned this? How could this Indian help the Pilgrims? He could tell them about the country all around, about the Indians near by, how many there were and who was their chief. This Indian was called Samoset. What would the Englishmen say to him? After receiving gifts, Samoset went away, but returned soon, bringing four or five Indians with him who were carrying the stolen tools. Later Massasoit, the Indian chief, came to the English settlement, bringing with him Squanto, an Indian who could speak English very well. What would they say to each other? How would Squanto manage this? So it was that the Pilgrims and the Indians made peace which lasted many years.

Imagine the colony as spring drew near. What buildings would there be? What work would the

men and women be doing? The Mayflower was now made ready to go back to England. What messages would be sent? How would the Pilgrims feel at the departure of the Mayflower?

In spite of all their suffering, not one of these brave, strong people would leave Plymouth and sail back to England. Why? They felt that they must do the work which they had set out to do, and that it was not right to give up. What do you think of their brave, hardy spirit? How do you imagine the Pilgrim boys and girls enjoyed their new life in the forest wilds of New England? How would they spend their time?

All summer long their corn grew well. What else would they have to eat? Fish, birds, and deer.

Of course there was much less sickness. Late in the autumn Massasoit, with ninety Indians, came to pay a visit to Plymouth. What would he bring to the white men? Some deer. The Pilgrims supplied other food. What would they all do then? They joined together in a three days' feast, and that was the beginning of our New England Thanksgiving. How would the white men and the Indians feel toward each other after feasting together? They would be better friends than ever.

In November another boat-load of their friends came over, and when they saw what sort of place this was, they were glad. What sort of welcome would the newcomers receive?

Although Massasoit and his tribe were friendly all the Indians were not. One day a Narragansett brave ran through the village of Plymouth. What would the Pilgrim boys and girls think when they saw him? What would they do? As the Indian ran along he threw into the governor's house a bundle of arrows tied up in a snake's skin.

What would the Pilgrims do? They said to Squanto, who was living with them and helping them in various ways, "What does this mean?" "It means," said he, "that the Indians wish to make war upon you." What would the Pilgrims do now? Being brave men, they at once stuffed the skin with powder and bullets and sent it back to the chief. What would the chief do when it reached him? He was afraid to touch it, and would not let it stay in his wigwam. So it was sent from place to place until it came back again to Plymouth.

Why was this incident a warning to the Pilgrims? What would they do next? Get ready for Indian attacks by building around Plymouth a palisade of posts ten to twelve feet high, which were set deep in the ground and pointed at the top.

What else could they do to make themselves safer in case of attack? They built on "Burial Hill" a large, square blockhouse, or thick-walled building, with holes out of which to fire their guns.

How would they use this blockhouse? On Sundays it was a place of worship, but on week-days,

when they wished to talk over some plan for the public good, such as the building of a road or a bridge, they met here also. These meetings came to be known as town meetings.

What other worries besides the Indians do you think these Pilgrims would have? They had borrowed a great deal of money when they came to the New World, and men and women alike had to work hard to pay it back. Yet by trading with the Indians, mainly for furs, by sending furs, fish, and timber to England, and by earning and saving in every way, at the end of six years they had cleared themselves from debt. In what ways do you think the boys and girls helped out?

Why were such people bound to succeed? Although poor in houses and lands, they had something which was worth far more, and that was the desire and the will to do what was right.

But they all had to endure much suffering and hardship at Plymouth. Their numbers grew so slowly that at the end of four years there were only one hundred and eighty pens and only thirty houses.

Compare the first few years at Plymouth with those at Jamestown.

THE PURITANS IN THE MASSACHUSETTS BAY COLONY

Do you remember what people in England were called Puritans, and why? Which of the Puritans came to be known as Pilgrims? Why did they leave

their homes in England and go to the strange land of Holland?

Why would the Puritans who remained behind continue to have a hard time? They did not worship God as the king, Charles I, wished that they should. So he was severe upon them. He believed that whatever he did as king was right, and they all should obey him without question.

How would the harsh treatment they received make the Puritans feel? They became so unhappy that many of them left their homes—homes that they loved as well as you and I love ours—and sailed for New England to make new ones in a free country. For there, they thought, they would be able to worship God in their own way.

How were they like the Pilgrims? How unlike them? They were not simple folk like the Pilgrims. Many of them were rich; some belonged to families of high rank; some were men of great learning. How many Pilgrims came over in the little *Mayflower*?

Would you expect the Puritans to come to America in larger numbers than the Pilgrims? A small company came over and settled at Salem in 1628. But in 1630, nine hundred of them, led by John Winthrop, a rich lawyer and country gentleman, settled first at Charlestown, and then spread out to Boston and other towns near by. It took eleven vessels to transport the first colony of Puritans. They brought

with them horses, cattle, and many other things useful in settling a new country.

How long did it require for the Mayflower to sail across the Atlantic on her famous voyage? The Puritans were nearly nine weeks on their voyage, and they arrived in New England about the middle of June (1630). They had planned the time of sailing with the expectation of reaching their new homes early enough to get ready for winter.

What unpleasant experience did they have? Winter came on before they were ready for the cold weather it brought. Can you think of any other hardships they might have to suffer? The coarse food they had to eat did not agree with them. Corn-bread, bad drinking-water, and poor shelter made them ill.

What would follow? Many died. Before December two hundred had been buried, and yet not one of those who were left thought of going back to their old homes. "I am not sorry that I have come," said the leader, John Winthrop, who was a man of strong and beautiful character.

When the future looked darkest, what would people of such deep religious feeling do? Appoint a fast-day to ask for God's help. But on the very day before it, a supply-ship came from England. What would the Puritans do then? Turn the fast-day into a day of Thanksgiving.

The worst had passed. How would the coming

of spring help out? Brought milder weather. Then came the early wild fruits, and a little later the new crops. Before the second winter they were able to live in more comfort than before.

As you perhaps know, the Puritans put a higher value upon their religion than upon anything else in the world. They had come to New England that they might enjoy freedom of worship. What would they think about other religions? They must not let them grow up in their community.

What would they do to protect themselves against other religions? Make strict laws. They said: "Every one must go to the Puritan church. We will permit no one to vote or take any part in making the laws except members of our church."

Some of the Puritans themselves—among them being Roger Williams—disliked these laws. Why? He was a young man of gentle and noble, yet strong character. He was a minister, first at Salem, then at Plymouth, and then again at Salem.

As he was fearless he said many things the Puritans did not like. "You have no right," he said, "to tax people to support a church to which they do not belong. Nor have you the right to compel people to go to church."

Why would such bold talk startle the Puritans? What would be their feelings toward Roger Williams? What did they do? Made him leave the colony for good.

Bidding good-by to his wife and children, he set out in midwinter to travel alone through the forests, with only a compass for a guide. What would he carry with him to keep himself from freezing? An axe to chop wood, and flint and steel to kindle fires. What would be his only shelter at night? A hollow tree or perhaps a covering of brush. After three or four months he reached Mount Hope, and there the Indians sheltered him. Why would the Indians be good and kind to him? While at Plymouth he had taken a deep interest in them and had been kind to them in many ways. Although he was so poor that he had to earn his living by farming and fishing, yet he gave much of his time to the red men.

What would he wish to do in the spring? Make a new home for himself somewhere. So he started out in a frail canoe to a place where the Indians said there was good spring-water. After finding it, what would he do? He and five or six friends who had joined him made a settlement, which he called Providence.

This was the beginning of Rhode Island. How would Roger Williams treat men of different religions in his new colony? Every man was welcome to come there and every man could worship as he thought best, or not at all if he chose.

Next to religion the Puritans prized the education of their boys and girls. What kind of schoolhouse would they have? A rude log hut with scanty fur-

nishings. There were no blackboards nor maps, and but few pencils. Where would the children get paper? It was so scarce that in doing their sums they had to use birch bark. What would they study? In learning to spell and read they used the New England Primer. Why would the Shorter Catechism be a very important part of this Primer? It strongly appealed to the religious spirit of the Puritans. After finishing the Primer the pupils were ready for Grammar; not English but Latin Grammar. What else would the children study? The Puritans thought penmanship was important. Much was made of ciphering, also, but as a rule the children knew nothing of a text-book in arithmetic. Instead, the schoolmaster used manuscript sum-books, from which he gave out sums and problems.

What subjects do you study which Puritan children did not study?

On returning home from school, what duties would be waiting for the boys and girls? All were expected to work. What would the girls do? Learn how to spin, weave, cook, mold candles, make cheese, milk cows, work in the garden, and pick geese to get feathers for pillows and feather-beds. They also helped their mothers in spinning, weaving, dyeing, and in making clothing for the family.

What work would the boys have to do? Chop and saw wood, plant and weed the fields, feed the hogs, water the horses, and do many other odd jobs

about the farm. Sometimes they spent their winter evenings in shelling corn.

How would the Puritan boys amuse themselves? There was an abundance of fishing and hunting, and there were many rollicksome games, such as hide-and-go-seek, blind man's buff, prisoner's base, leap-frog, hoop rolling, seesaw, and top spinning. In winter there was skating, and doubtless there were many good-natured snowball fights.

Would the boys and girls have books at home as you have them to-day? During the long winter evenings, as they sat by the roaring fire and read by the light of the blazing pine knots, they had little but the Primer, the Hymn-book, the Catechism, and the Bible.

Do you remember why the Virginia settlers raised tobacco and needed large plantations? Why was there almost no town life in early Virginia? The early New England pioneers settled mostly in villages, and one village was much like another. Near the center stood the meeting-house, the blockhouse, the minister's house, and the inn. How would the Puritans in the Massachusetts Bay Colony use their meeting-house? For many years, like the Pilgrims, they used it on Sunday for worship and on weekdays for town meetings, in which they decided such matters as building roads and bridges. Later, as the village grew larger, they built a town house for their town meetings.

Why would the people of one village see little of the people in other communities? It was not easy to go from village to village. Modes of travel were slow as they were in Virginia. There were no roads across the country, but the Puritans sometimes made use of the Indian trail, either by riding on horseback or by walking. Many of the settlements, however, were either on the coast or on rivers, and travel between them was by means of dugouts or small boats.

(4) WILLIAM PENN

ELISE STRAUSS LOEBMAN

What do you know about Quakers? Show picture of a Quaker of Penn's time. They dress much alike, wear somber colors, use "thee" and "thou" in addressing each other. When we sometimes see two children dressed alike, what do we think? Why do you think the Quakers decided to dress alike and in somber colors? They thought it extravagant to spend much time, money, and thought on dress. Show pictures of cavaliers of 1670. How have people been dressed in the pictures you have seen of George Washington or others who lived at about his time? Why have men changed their costume? Do you think all the people of those days dressed thus? Only the rich. What would the Quakers think about this? The Quakers thought all men and women were brothers and sisters and, therefore, that it was not right for some to dress so much better than others.

In those days how did people greet the king when brought into his presence? Kneled and took off their hats. What was the customary way of addressing any one of superior rank? What would the Quakers think of this custom? Since all men are brothers, no man must receive more homage

than another. Their custom of never removing their hats to any one originated in this way. What do you think would be the Quakers' opinion of war? If all men are brothers they should not quarrel or kill each other. What would be their attitude about paying war taxes? Refused to pay them. Neither did the Quakers believe in the custom of taking the oath in court. Why wouldn't they approve of this? A simple statement of fact should be as good.

From what we have learned about Quakers, what kind of people do you think they were? How did they believe in treating their fellow men? As equals. What do you think gave rise to the Quaker sect? Among other things, it was inequality of opportunity which existed at that time, and religious intolerance. Another name for Quakers is Friends. Why is this name appropriate?

We are going to study about a man named William Penn, who lived in England about the time the Quaker sect sprang into existence; about how he became a Quaker, and how, on account of this, he did the things which made him famous.

William Penn was the son of an English admiral. Since the Admiralty was the highest office in the British navy, it brought with it both wealth and social position. What kind of home would William Penn have? What visitors would come to this home? How would they be dressed? What would be their manners? What kind of clothes would

Penn have? What kind of food? What opportunities for education? His early education was by means of a tutor, and when he was old enough he was sent to college at Oxford, where he could receive the finest education to be had in all England.

While Penn was at Oxford a traveling Quaker preacher, named Thomas Loe, preached near by, and many of the students went to hear him. What would he preach? Penn and some others were much impressed with these ideas and they decided to become Quakers. How would this decision change their dress? Speech? Manners? Men at college in those days wore caps and gowns to distinguish them from other people. What would Penn and his friends do about this? Some of them are said to have torn these gowns off the backs of their fellows, in the zeal of their new belief. Why was this not proper for a Quaker to do? What would be the result of the act? Several of the students, including Penn, were expelled from college.

Where would they go? Upon returning home what would Penn's father think of the situation? He was very angry and thought it a disgrace. What would he do about it? Try to make Penn give up his queer notions. How would he attempt to do this? He flogged him, locked him in his room, and banished him from the family. None of these methods accomplished the desired result, and young Penn remained firm in his beliefs. However, his

father was not willing to give up, so he decided to have William travel abroad and spend considerable time in gay Paris. He gave him letters of introduction to the leaders of society there. Why did he do this? He hoped that a life of pleasure would make William forget his serious ideas. What effect do you suppose this had? He learned to like it and, after two years, returned home with all traces of his religious seriousness gone. The admiral was delighted. What would his position enable him to do for his son? He introduced William at court, where he became a great favorite. What would this mean as to clothes? Language? Beliefs? Amusements?

All went smoothly in the Penn family until a few years afterward, when Penn was sent by his father on a commission to Ireland. Here, quite accidentally, he heard Thomas Loe preach again. What do you think would be the effect now? His interest was so deeply aroused that he again joined the Quaker ranks. What does this decision show as to young Penn's character? The serious side of his nature predominated. He was willing to give up his life of gaiety and luxury. What reason have you for thinking that he would now persevere in his belief? He knew more clearly what it meant; he was older, and he had tasted the luxurious life.

What do you think Penn's new zeal would make him wish to do? He decided to spread the idea of

the Quaker belief. With a number of other sympathizers, he held religious meetings. What have you learned before about people who held their own religious meetings in England in these early days? No meetings other than those prescribed by the king were allowed. What do you suppose happened to Penn and his friends? They were thrown into prison. What would Penn's father do when he heard of this? He used his influence to get William out of prison and then ordered him to come home.

What differences would he and his father have when he reached home? His father noticed that he did not remove his hat in the presence of others, and that he used "thee" and "thou" instead of "you" in conversation. How would he justify his conduct? These customs were a part of the Quaker teachings. What would his father do? How could they compromise? Finally the admiral told his son that he would consent to the practice of these customs if William would agree to make exceptions of three persons: if he would remove his hat to the king, the Duke of York, and his father. What would William say to this? How would his Quaker beliefs make him wish to treat his father? As he did not like to hurt his father's feelings he asked for time to consider the matter. At the end of this interval he told his father he could not make the concession. What would his father do now? He told William

to leave his house and never to return. William felt much grieved to have caused this disruption in the family, but he felt that he could not give up his Quaker practices.

An amusing story is told of how, one day, upon meeting the king, young Penn had the boldness to stand in his royal presence with his hat on. Instead of getting angry King Charles, who loved a joke, laughed, and took off his own hat. "Why dost thou remove thy hat, Friend Charles?" asked Penn. "Because," replied the king, "wherever I am it is customary for one to remain uncovered."

How do you think Penn would now spend his time? Spread the Quaker doctrines in every way that he could. During the next few years young Penn, along with other Quakers, suffered much for their religion. How, do you think? It was a common occurrence for those who attended Quaker meetings to be beaten with the muskets of the soldiers until the blood ran. Women as well as men were treated in the most shameful manner. Penn was frequently thrown into prison and placed in solitary confinement for months at a time. How would he spend his time in prison? He wrote some Quaker tracts and books, which are noteworthy for their style as well as for their thought. Once, in order to obtain freedom from prison, Penn had to be tried in court before a jury. What is the business of jurymen now? What should determine their decision? It

was not unusual in Penn's time for juries to be told before the trial by the authorities exactly how they must vote. What would a Quaker think of such a practice? What do you think of it? How might the jury be instructed in Penn's case? What could he do about it? He asked for the privilege of pleading his own case and this was granted. What would he say about the custom? The custom was unjust and made a trial nothing but a farce. How would he plead for the Quakers' cause? He said that it was unjust to punish people for following their own religion, that the Quakers were peaceful people and only desired to live as they thought right. He pleaded so well that the jury acquitted him, notwithstanding their instructions to the contrary. What do you think the authorities would do who instructed the jury how to vote? They punished the jurymen. The jurymen expected this, but were willing to suffer after hearing William Penn's plea. This case of Penn has become quite famous. What does it tell us about him?

In 1670 Admiral Penn died and left to William a princely fortune. Part of the legacy consisted in a debt of £16,000 which the king owed him. What would this sum amount to in our money? The king, who was very extravagant, did not have the money at hand to pay the debt, and was not likely to be able to pay it for many a day. He had, however, vast tracts of land in America. William

asked for land. Why did he want land in America? What do you know of other people's reasons for coming to America? What would the king think of this plan? He was glad to get rid of the debt so easily. He was glad to rid England of the troublesome Quakers. He wanted the new country settled. When the deed was made out the king sent for William Penn, who, when he looked it over, found that the king had called the territory Pennsylvania, which means Penn's Woodland. What do you suppose Penn thought of this? He tried his best to have it changed, but to no avail. When he appealed to the king to change it, Charles replied: "No! no! Friend Penn. The thing is passed and I cannot alter it. But do not flatter yourself that it is in honor of you, my dear fellow. The name is purely in commemoration of your father the admiral." So Penn had to content himself.

During the years 1681 and 1682 several thousand Quakers came to Pennsylvania under the leadership of William Penn. When the Quakers arrived in Pennsylvania, whom would they find living there? What were the relations between the Indians and other colonists in America? What relations would the Quakers want to have with the Indians? The Quakers would treat the Indians justly because they believed all men to be brothers, and because they did not approve of war. How would Penn try to promote this friendly relationship? He sent for the

Indian chiefs and held a meeting with them. What would he say to them? He told them that he wanted to be their friend and offered to buy the land from them. How would he pay for it? His money was of no value to the Indians. What could he give them that would be of value? Knives, kettles, beads, and such things as they liked were given in exchange for the land. A peace treaty was signed in which the Indians promised to be friendly to William Penn as long as the sun and moon should shine.

Penn selected the junction of the Delaware and Schuylkill Rivers as the site for the capital of the colony, and named it Philadelphia, which means City of Brotherly Love. Why such a name? The plan of the city was simple. Most of the land was level, and the streets crossed one another at right angles. They were given such names as Chestnut Street, Oak Street, Elm Street, from the trees in the forest which were cut down to make room for them.

Settlers came in such large numbers that houses could not be built fast enough. What would the settlers do? For a time some of them had to live in caves dug in river-banks.

What kind of houses would they build at first? Log houses, very simple in structure. They had only two rooms, and only the bare ground for a floor. Within three years many houses of boards had been

put up, and some of red brick. Philadelphia has many of the latter type to-day.

What difference would there be in the life the people led in the colony from that to which they had been accustomed? Life in a new colony is always full of hardships. Why wouldn't this discourage the people?

What kind of laws would the Quakers have? Penn wished the government of the colony to be wise, just, and helpful. How could he know what was wise? Confer with many; travel about the colony; learn the needs; and invite people to bring their problems to him. To what homes would he go? What people would he invite to his home? He traveled about the colony a great deal, making friends among rich and poor. The first little baby which was born in the colony was born in a cave. When Penn heard of it he presented the father and mother with ground upon which to build a house. What opinion of him would people hold? His home was a most hospitable one, where he entertained both poor and rich, colonists and Indians as well. His table was always plentifully supplied, but he allowed no undue extravagance. One of his favorite maxims was: "Waste destroys hospitality and wrongs the poor." What does this maxim mean? How would disputes be settled? What attitude prevailed towards other religious beliefs?

How would Governor Penn's attitude and person-

ality aid the colonists? What kind of people would be attracted to the colony in later years? Settlers came in large numbers to Pennsylvania. Englishmen, Swedes, Welshmen, Hollanders, and Germans all found their way here, and the colony grew so fast that there was work for all. People liked to live where the laws were wise, and where they could worship as they pleased, so the colony continued to prosper.

Why do you think we read of William Penn in our histories while so many other men are forgotten?

(5) GEORGE WASHINGTON

HILDA PIRMAN

General Aim. How George Washington won honor for himself and performed a great service for his country. What do you know about George Washington? Let us study first how his boyhood prepared him for this later service.

George Washington was born in Virginia on February 22, 1732. How many years have elapsed since he was born? In what kind of house did he live? A plain, wooden farmhouse of one story and an attic, with a long sloping roof and a massive brick chimney. It was built at Bridges Creek, a little stream that empties into the Potomac River. (See map.) What occupation would George's father follow? What would his father raise on his farm or plantation? He owned three plantations in Virginia, containing in all about six thousand acres or nine square miles. George's great-grandfather had settled at Bridges Creek in 1657. Why do you suppose the great-grandfather had settled here? It was near the Potomac River which gave ready access to the sea. If he went far up the Potomac he was in danger of Indians.

When George was still a baby his parents moved to their farm on the Rappahannock, almost opposite

the town of Fredericksburg. (Find on map.) The style of this farmhouse was much like the one on Bridges Creek and stood on a rising ground overlooking a meadow. Why was the farm a delightful spot, especially for children? How would George use this meadow?

What do you know about the means of education in Virginia in those days? Compare with the schools of to-day. It was the custom among rich planters, like George's father, to send their sons to England to complete their education. This was done by Mr. Washington with his elder son, Lawrence, who was then about fifteen years of age. Why do you think parents tried to give eldest sons such a good education?

When George was about seven years old he was sent to what was called the "old field schoolhouse." His teacher was Mr. Hobby. Can you suggest how the schoolhouse received such a name? What do you think George would learn there? What do you study at school to-day? Which subjects do you think George studied? Probably only reading, writing, spelling, and arithmetic. Which of the above subjects, although not studied at school, do you suppose George knew a great deal about? Why would he know a great deal about nature? Why was there probably not such a need for physical culture and hygiene then as there is to-day? He must soon have learned to write, for he wrote his

name all over the fly-leaf of a volume of sermons when about eight years old. This book, with his signatures, can be seen to-day in one of the Boston libraries. (For a copy of the fly-leaf see Hill, *On the Trail of Washington*, p. 9.) When he was about eight years old his brother Lawrence returned from England. What effect did his return have upon George? What stories would Lawrence tell him?

Soon after Lawrence's return England was at war with Spain and an English force was gathered for a campaign in the Spanish West Indies. A regiment of four battalions was to be raised in the colonies to join the English force. How do you think this order would be received in Virginia? What effect would this have upon Lawrence, now twenty-two years of age? He obtained the captaincy of a company in one of these battalions and went to the West Indies. He served under Admiral Vernon. How do you think Lawrence's going to war would affect George's play? Mimic parades, reviews, sham fights. This campaign soon ended and Lawrence returned home in the fall of 1742.

When George was eleven years old his father died. What effect did this have upon the family? How do you think the estate was divided? Lawrence received the farm at Hunting Creek on the Potomac, Augustine, the second oldest, the farm on Bridges Creek, and George was to receive the one on the

Rappahannock as soon as he became of age. (See map.)

Soon after their father's death, the two oldest sons married and went to live on their farms. Where did Lawrence go? He now named his farm Mount Vernon. Why? Where did Augustine live? How would George regard his older brothers after his father's death?

By this time George had learned about everything he could at Mr. Hobby's school, so his mother decided to send him to a good school in the neighborhood of Bridges Creek. Why could this easily be done? George was sent to make his home with his brother Augustine and attend Mr. Williams's school. How would this compare with Mr. Hobby's school? With yours? He studied reading, writing, spelling, geography, history, and arithmetic. What do you suppose he would study in geography? How would the geography he studied differ from that which you study in the fourth grade? Why would he not study about the United States and North America? What do you think he would study in history? How would it differ from the history you study? He did not seem especially fond of geography and history. Can you give a reason for this? (Show one of his early letters to the children and let the class judge how much he learned in spelling and language. Show the class a copy of the penmanship by which his handwriting was formed.) (Hill, *On the Trail*

of Washington, p. 19.) His favorite study was arithmetic. Can you think why it should be? What do you think he intended to become when he was a man? What would a planter need to know? What could he learn in arithmetic that would be helpful to him as a planter? Forms of receipts, bills, and other ordinary business papers. Mr. Williams taught George how to write out bills and receipts. Compare with your arithmetic work. In present-day arithmetics forms of receipts, bills, etc., are printed. What other printed forms do you learn that George probably did not learn? Checks on a bank. Why not? What do you think took the place of checks? What was the chief crop raised? Tobacco was regarded as the chief currency in Virginia. How could this be arranged? At a few points there were houses to which planters brought their tobacco and these warehouses served the purpose of banks. What would a planter receive when he stored his tobacco here? Certificate of deposit. How could he use this certificate? Just as we would use a check on a bank. Where was the largest part of this tobacco shipped? Why was it shipped to England? What would a planter receive in return for it? How would the London merchants know how much tobacco was sent to them? What sort of bill would the planter send with the tobacco? George was taught how to draw up all these different forms of bills and accounts. He was also taught how

to write out leases, deeds, and wills. Are you taught these? Why not? There were few lawyers then and every gentleman was expected to know many forms of documents which in these days are left to our lawyers.

Before he was thirteen he had written in a note-book copies of what he called "Forms of Writing," such as regular forms for all kinds of papers used by merchants and lawyers as bills of exchange, deeds for real estate, bonds of various kinds and other papers. Some of these copy-books have been preserved, and they are very neat and accurate. Sometimes he made ornamental letters such as clerks were accustomed to use in drawing up such papers. One of them, a ciphering book, has here and there pictures of birds and profiles of faces. For whom were these latter probably intended? Playmates.

He also wrote in another note-book "Rules for Behavior in Company." Show class a copy of some of these rules written by Washington, and discuss a few of them. (Hill, *On the Trail of Washington*, p. 14.)

"Read no letters, books or papers in company. But when there is a necessity for doing it you must ask leave." "Show yourself not glad at the misfortune of another, though he were your enemy."

"Strive not with your superiors, in argument, but always submit your judgment to others with modesty."

“Speak not evil of the absent for it is unjust.”

“Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.”

“When another speaks, be attentive yourself, and disturb not the audience. If any hesitate in his words, help him not, nor prompt him without being desired. Interrupt him not, nor answer him till his speech be ended.”

“Be not hasty to believe flying reports to the disparagement of any.”

“Labor to keep alive in your breast that little spark of celestial fire called conscience.”

What do the above teach? Good manners and consideration of others. Why do you suppose he spent his time doing this?

What do you suppose he did before and after school? What games would the boys play? Running, leaping, wrestling. If he was strong and tall for his age, how would he fare in contests? How would his playmates regard him? As a leader. He was always so just that his schoolmates used to bring their disputes for him to settle.

The last two years at school were devoted to the study of surveying. What do you know about surveying? Why do you suppose he studied it? Compare with the number of men who knew surveying in Washington's time. Why do you suppose there were more in proportion then than now? Men

must know the extent of their lands and boundaries. Surveyors kept records and made maps, etc. What advantages were there in knowing surveying? It led to good employment, and to opportunity in selecting valuable new land. What do you think would be the best way to study it? By actual surveys in the neighborhood. During the last summer at school George surveyed the fields around the schoolhouse and in the adjoining plantations. In connection with these he kept regular field-books. What do you suppose he put into these? Boundaries and measurements of the fields surveyed, also diagrams. (Show copy of survey of Mount Vernon made by George. Hill, *On the Trail of Washington*, p. 24.) What does this indicate in a boy of fifteen? Why do you think he did this work? What advantage to him beside the mere facility in measuring land? Show that he was applying one of his rules, "Let your recreation be manful and not sinful."

While at school it occurred to him that it would be a fine idea to go to sea. How do you think he got this notion? From tobacco ships creeping up the river. What would these ships bring to Virginia? What would they take away? How would they be received? What stories do you suppose the crew would tell? How would these affect George? Now, his plan was to go on one of these tobacco ships with the hope of some day becoming a captain of one of these, or of getting on a man-of-war and

possibly entering the royal navy. How would Lawrence regard this plan? Encourage it because the navy was a highroad to fame and because he had friends in the navy. Whose consent would be needed? Mrs. Washington wrote to her brother, Joseph Ball, an English lawyer, for advice. He sent a letter to her saying that this plan was not a wise one, as George had a very slight prospect of getting into the navy, for at that time it was very difficult to obtain a commission in the navy without great political influence. What effect would the letter have upon George's mother? She decided he should not go to sea but continue his work at school. When nearly sixteen he left school. If he had been asked at the close of his school-days what he could do to earn a living, what do you think he would have answered? What things in his boyhood do you think helped him later?

Now we will learn how George Washington became a surveyor. After leaving school in the autumn of 1747, George went to live with his brother Lawrence. Where did Lawrence live? Why would his mother be glad to have George live at Mount Vernon? Lawrence was well educated and held responsible positions. What kind of men would be in the habit of calling upon Lawrence? What effect would this have upon George? What had George done in his school-days that would help him now? Rules of etiquette. How do you think he would

spend his time here? Why would he keep up his surveying?

Lawrence Washington had married the daughter of William Fairfax, the proprietor of Belvoir, a neighboring plantation, a few miles below Mount Vernon. William Fairfax was a man of liberal education, who for some years past had resided in Virginia to manage the immense tract of land of his cousin, Lord Fairfax. He lived at Belvoir in the style of an English country gentleman, and had an educated and cultured family of sons and daughters. How would an intimacy with a family like this affect George? What sports do you think Mr. Fairfax would particularly like? How would George's enthusiasm for horses and hunting influence Mr. Fairfax? How would he be received at Belvoir?

Now Lord Fairfax, the owner of this land which William Fairfax was managing, came to live with his cousin in Virginia. He had previously visited Virginia in 1739 to see his lands in America. How do you suppose he got all this land? His grandfather was one of the English noblemen who received immense possessions in America. The original grant was for all the land between the Rappahannock and Potomac Rivers. How would Lord Fairfax know how far his land extended? What did he have to do to find out? He must have it surveyed. Look at the map and see where the Potomac rises. Show by map how far his lands would extend. When he

learned this he went back to England. Suggest a reason for this. He wanted to have the deed to this land altered and the boundaries indicated. Why? He arranged so that his lands extended into the Alleghany Mountains and comprised a large part of the Shenandoah Valley. (Locate on the map.) Lord Fairfax had been delighted with his visit to Virginia. What do you think were some of the things that pleased him? Climate, forest, game, people, etc. When he made his second visit, he determined to remain here. (Read a description of him from Irving's *Life of Washington*, p. 40.) What would be some of the amusements of Lord Fairfax? He was a zealous fox-hunter and kept horses and hounds in the English style. Where would he need more daring horsemanship, in England or in Virginia? Why in Virginia? George Washington, too, liked hunting, and, though hardly sixteen, could keep to his saddle over the roughest kind of country. How would this influence Lord Fairfax? He would admire him. In what way could Washington be of great value to Lord Fairfax? How could Lord Fairfax be of value to Washington?

What was the character of most of the land owned by Lord Fairfax? It was wild and unsurveyed. What was the population of Virginia about this time? It was increasing. Where was the population densest? At water's edge and near mouths of rivers. Where was the smallest population? What

kind of land lay beyond the mountains? A wilderness inhabited by Indians and wild animals. Where would a few people begin to settle? In fertile places near the mountains. Had they any right to settle there? We call people who settle upon land without a title, "squatters." Some squatters were settling on Lord Fairfax's land. How do you think Lord Fairfax heard about this? What would be the result? How could he prevent this? What, then, do you think he would determine to do? Have the entire tract surveyed and divided into fields in order for regular occupation. Who could do this work? Why did he have confidence in Washington?

How would he prepare for the surveying expedition? This would bring up the matter of pack-horses, provisions, tents, camp supplies, etc. How extensive an undertaking was it? The older son of William Fairfax, of Belvoir, was to go with him. He was about twenty-two years old and had been educated in England. In what ways would both be needed? There was too much work for one. A surveyor needed an assistant, called a chainman, to carry the measuring-chain. What other work beside the surveying had to be done? Work about the camp, cutting wood, building fires, carrying water, cooking, and taking care of the horses.

The two set out on horseback in the month of March, 1747. How old was Washington? The day is marked in his diary (W. C. Ford, Writings of

Washington): "Fryday, March 11th, 1747/8. Began my journey in company with George Fairfax, Esqr.; we travell'd this day 40 miles to Mr. George Neavels in Prince William County." They traveled through what is still called Ashby's Gap, a pass through the Blue Ridge Mountains. How would the Blue Ridge look at this time of the year? Having crossed the mountains what valley would they enter? (Consult map.) What river flows through the valley? This river was named Shenandoah by the Indians, which means "daughter of the stars." From the name, what do you judge about the river? Washington says in his journal, "Went through most beautiful groves of Sugar Trees and spent last part of Day in admiring ye Trees and richness of ye Land."

Surveys began in the lower part of the valley some distance above the junction of the Shenandoah with the Potomac. What difficulties would he meet? Bad weather, swollen rivers, and rough roads. How did the work progress? What kind of settlements do you think he found here and there in the valley? Partial "clearings" made by the squatters. What crops would they grow? In his journal he remarks that the land was rich and fertile and produced crops of grain, hemp, and tobacco. How would these squatters live? Compare with what Washington was used to. What kind of food did they have? How was it served? In his jour-

nal he says, "When we came to supper there was neither a cloth upon ye table nor a knife to eat with but as good luck would have it, we had knives of our own."

What kind of beds would they have? Washington describes one for us in his journal. "Went into ye bed, as they call'd it, when to my surprize, I found it to be nothing but a little straw matted together without sheets and anything else, but only one thread bear blanket with double its weight of vermin, such as flees, etc. I made a promise not to sleep so from that time forward; chusing rather to sleep in ye open air before a fire." In what way would that benefit him?

They proceeded down the valley over what Washington pronounced the "worst road that ever was trod by man or beast." Finally they arrived at Colonel Cresap's opposite the south branch of the Potomac River. The journal says, "Tuesday, 22d, Continued rain and ye Freshies kept us at Cresap's." (Refer to map.) Who were the natives here? What would Washington and Fairfax want to know about them? Journal gives following: "Wed. 23d. Rained till about two o'clock and cleared, when we were agreeably surprized at ye sight of thirty odd Indians coming from war with only one scalp. We had some Liquor with Us of which we gave them a Part." What effect do you think this would have upon

their spirits? "It elevating their spirits, put them in ye humor of Dauncing of whom we had a war dance. Their manner of dauncing is as follows, viz: They clear a Large Circle and make a great Fire in ye middle. Men seat themselves around it. Ye speaker makes a grand speech, telling them in what manner they are to daunce. After he has finished ye best dauncer jumps up as one awaked out of a sleep, and runs and jumps about ye ring in a most comicle manner. He is followed by ye rest. Then begins there musicians to play. Ye musick is a Pot half full of water, with a deerskin stretched over it as tight as it can, and a goard with some shott in it to rattle and a Piece of an horse's tail tied to it to make it look fine. Ye one keeps rattling and ye other drumming all ye while ye others is Dauncing." Why do you think he wrote such a full description? He was interested in the Indians and thought it might be valuable to him. Of what value might it be? It was well to know savage customs and ways.

They spent more than two weeks in the wild mountainous district of Frederick County surveying the land. (Locate on map.) How would they live? What kind of camps would they make? What kind of food would they eat? Wild turkey and other game. Washington says in his journal, "Thursday, 31st. Early this morning one of our

men went out with ye gun and soon returned with two wild Turkies. Thursday 7th, Rained successively all last night. This morning one of our men killed a wild Turkie that weight 20 Pound." What do you think of this weight for a turkey? Who would cook? Each man was his own cook. How would they cook the meat? Broil it at end of sticks held over fire. How would they serve the food? What would they use for dishes? Journal says, "Fryday 8th. After we had Pitched our Tent and made a very large Fire, we pulled out our knapsack, in order to recruit ourselves. Everyone was his own cook. Our spits was forked Sticks, our Plates was a large chip; as for dishes we had none."

What other difficulties might bad weather cause them? "Sunday 3d. Last night was a much more blustering night than ye former. We had our tent carried quite off with ye wind and was obliged to Lie ye Latter part of ye night without covering." The night before was described as "a blowing rainy night. Our straw caught a Fire yt., we were laying upon. I was luckily preserved by one of our Men's awaking when it was in a (blaze)."

During the surveys they were followed by squatters and some German immigrants with their wives and children. Why would they follow Washington? They were anxious to procure a cheap title to the land. How would these immigrants appear to

Washington? How would they answer when spoken to? His journal says: "Monday, 4th. We did two Lots and was attended by a great Company of People, men Women and Children, that attended us through ye woods as we went. They would never speak English but when spoken to, they speak all Dutch." What could he learn from these immigrants?

He completed his surveys on Saturday, April 9th, and on April 13th was once more at Mount Vernon. How much pay would he receive for his work? In a letter to a friend he says, "A doubloon is my constant gain every day that the weather will permit my going out and sometimes six pistoles." A doubloon is \$15.00 and a pistole \$3.60. How much money did he receive? Compare with the salary of surveyors to-day. What did he learn? What things do you think he enjoyed? Just at this time he wrote a letter to a friend, named Richard. What do you think he would write? Have each child write an imaginary letter to Richard. Then read to class the letter Washington wrote. (W. C. Ford, *Writings of Washington*, vol. I.)

Of what value was the trip to Washington? Of what value to other people? What would be done with his maps and records of surveys? They would be kept as permanent legal records. For what work was he now best fitted? He was appointed a public

surveyor, in which position he continued for three years. What would his work be then? How would this prove advantageous to him in later years? It made him acquainted with the country and enabled him to buy valuable land later.

TYPE STUDIES FOR GRADE V

1. Patrick Henry
2. George Washington
3. Benjamin Franklin
4. George Rogers Clark
5. Daniel Boone
6. Thomas Jefferson
7. Robert Fulton
8. Samuel F. B. Morse

(1) PATRICK HENRY

M. JULIA DETRAZ

Reading-Lesson Plan on Patrick Henry's Speech

This is a speech which is considered one of the greatest ever made. It was spoken by Patrick Henry before a convention in Virginia in 1774. (Teacher should read the speech aloud to the class.) What people did Henry think were mistreating Virginia and the colonies? What did most of those in the convention evidently wish and urge? What did Henry advise? What effect do you think his speech had? It is said that when he finished and took his seat there was silence in the room. How do you account for that? The effect was too deep, but after a moment the members started from their seats and the cry "To arms" seemed to be on every lip.

Let us study this speech to find his argument and see how he made it so wonderfully effective.

Read the first paragraph. (Silent reading throughout, of course.) What opinion did the assembly probably hold of the gentlemen who had just spoken? What gave Patrick Henry courage to speak? What kind of time must it have been? Read the second paragraph. What added reasons does he give for speaking in opposition? From these two paragraphs what characteristics would you judge he had? Look through the third para-

graph. What great possible danger does he see? Which is easier: to hope for the best or to look squarely at the facts of the case and meet them? What experiences and truths is he asking them to face in the fourth paragraph? What contrasts does he see in the action of the British ministers? (Teacher should tell briefly the conditions.) How is it that he makes that paragraph so thrilling?

In the fifth paragraph—what arguments does he use to convince his hearers? From this paragraph and the next what do we know has been happening? What do you think the previous speakers have urged? Why? What is Patrick Henry going to urge?

Read the seventh and eighth paragraphs. Why does he say they must fight? What argument has been urged against fighting? In what way does Henry meet this argument? How is the ninth paragraph a climax of his argument? By what steps has he reached it? How is it that it still stirs us? Read again the last paragraph. How would you read it aloud? (Have the whole read again by the teacher. Assign to each pupil the task of selecting one or two paragraphs which appeal to him for practice in reading aloud—with the privilege of reading to the class next lesson.)

Let us find out some of the interesting things in the life of this man, Patrick Henry, who could, by

his wonderful gift of speech, so effectively stir men to action.

Patrick's father was a judge and his uncle, who lived near, was a clergyman. What would this indicate as to their education? What would they be anxious for Patrick to do and become? They really wanted him to become a clergyman. How could this be brought about? Why could he not go to school as you do to-day? Then how could he be taught? His father and uncle both did their best, but Patrick did not seem to care for his books, and spent as much time as he could in the woods. He would go off fishing or trapping whenever he had the chance. But one curious thing was noticed; he was very observing and learned a great deal by watching others and listening to them. Every Sunday, as the Henry family drove home from church, Patrick's mother would ask Patrick to tell about the sermon which they had just heard, and not only could he remember it almost word for word, but he could repeat it in just the way in which the minister had said it. What guests would visit at the Henrys'? Of what would such men talk? Patrick always listened very closely to all that the guests would say and after they were gone he would delight in repeating what had been said in perfect imitation of the way in which it was spoken. Of what advantage was all this to Patrick, later, in his work?

By the time Patrick was fifteen his father decided that the boy would never be a clergyman—what could he do? Mr. Henry decided to start Patrick and his brother Tom to keeping a store. He bought the merchandise and the brothers started in a small store on their father's farm. What do you think of their chances for success? What did most of the people in Virginia do in those days? By whom was the land owned? What was the size of their farms? Where did the planters get their goods? Who then would trade at the small store which the Henrys had started? Only the poor people who worked for the planters. What kind of merchandise would they buy? How large would sales be? Why would they be unprofitable customers? What people would Patrick come to know in the store? When the men about were out of work they would lounge around the store. Of what would they talk? Patrick would sit on the counter for hours listening to them. He himself always had a new and funny story or a good joke to tell. How would this affect the men's liking for him? What kind of storekeeper would you expect Patrick to be? Whenever there seemed little to do Patrick would slip off to the woods, returning, perhaps, to find Tom asleep while some customer was waiting to buy a pennyworth of something. How would a business carried on in such a manner probably end? By the end of the first year the two boys found themselves with their stock com-

pletely gone and practically no money in return. In what way would this experience help Henry later on in his life-work?

When Patrick Henry was about twenty-three he decided to become a lawyer. After studying about two months he went to Williamsburg to take the examinations. How well was he prepared? How would you expect a man to dress for such an occasion? How would he carry himself? Patrick cared nothing about his dress or personal appearance. He was very untidy and generally wore an old hunting outfit; besides, he was naturally awkward, lanky, and loose-jointed. Just so he appeared in Williamsburg. What do you think the examiners would think of such a person? The first two refused even to question Henry. What other reason besides his looks had they for doing so? He had had practically no preparation. The third examiner, a judge, asked Patrick a few questions. How would you expect him to answer? Patrick soon showed that he knew very little of the law-books. Then the judge made a statement which Henry did not agree with and he began to argue the point. The judge was surprised to see how well Henry defended his opinion, and when they looked up the question in the law-books Patrick was right. How would this affect his chances? The judge immediately signed Henry's license, and with his signature the other signatures were easily obtained and he returned

home to start his practice. What chance did he have for success in his new profession? What people would bring their cases to him?

At that time the church of England was the established church in Virginia and the people were forced to pay its clergy. What do you think of such a system? Who would especially protest against paying these clergy? The payments were made by the farmers in tobacco—they paid so many pounds of tobacco instead of money. Why? After a time tobacco became so plentiful that its price was very cheap. How would this affect the salary of the clergy? Then for two years the tobacco-crop failed. How would that affect the price of tobacco? How would it affect the farmers in paying the clergy's salary? What would they then want to pay instead? Why were they not really fair? They had given no more when the price of tobacco was cheap. Nevertheless a law was passed in Virginia determining the salary of the clergy and stating that it might be paid in money. Where was the first law made concerning this? Was the Virginia law just and fair? Whose law did this oppose? Why would the clergy object? What could they do about it? What would the king decide? That his own law held, of course. A case was finally brought to court in Virginia by one of the clergymen. Who would be opposed to the clergy? Especially the poor people who were most affected. Why would it be

difficult for the people to secure a lawyer? He would be defying the king. Whom would they be apt to choose? Why? Why would Patrick Henry take the case and why would he be a good man to plead for the poor farmers? What arguments had he on his side of the question?

The "Parson's Cause" was one which excited much interest and the court-room was crowded on the day of the trial. It was the first time Patrick Henry had ever pleaded a case and every one was curious to see how he would act. His own father was presiding judge. When Henry first arose he was very awkward; indeed, he seemed unable to speak, and faltered through his first sentences. How would the people whom he represented feel? What would his father think? The clergy? But as he went on his awkwardness fell from him, and as he forgot himself in his arguments his great genius seemed to awaken and change his features and even his posture. The audience listened spellbound while Patrick Henry argued his case for the people in the most wonderful speech they had ever heard. What do you think he would say? He said that the law of Virginia should hold for Virginians, and that the king in England had no right to lay down rules for the people in the colonies. In what way was this a new idea to them? What would the people think of it? The whole assembly was carried away by Henry's speech and wonderfully convincing manner.

The jury returned the verdict of one penny damages for the clergy. How would the people feel toward Henry? They raised him to their shoulders and carried him from the court-room. How would the success of his first case affect Patrick's opinion of himself? How would it affect the opinion of others? What effect would it have on his future life? Since he now had more confidence in himself, he worked very hard at his law-books and became successful.

Shortly after the winning of the "Parson's Cause" Henry was elected to Virginia's law-making body. How had his early life fitted him for his new duties? Then came serious trouble between the colonies and the king. Some of the colonists thought the king's laws unfair. How do you know what stand Henry would take on this question? Why would he want others to think as he did? How could he get them to? He spoke to the people throughout Virginia at meetings held to discuss the question. What would he say? So hard did he work that when the king demanded a particularly unfair tax Virginia was the first to refuse to pay it. What effect would her refusal have on the other colonies? Later, when it came to the final question of to fight or not to fight, how did Henry influence the answer of Virginia and of the country? Why do you think Patrick Henry was able to influence the people in such a remarkable way?

(2) GEORGE WASHINGTON

HILDA PIRMAN

Now we will see how Washington first served his country. What was his country? Why not the United States? At this time there was no country by that name. To what country did the people of Virginia belong? Why?

Locate the other English settlements in America. Why did the colonists first settle on the lands east of the Alleghanies? How long would the people be content to stay east of the mountains? Where would they naturally want to settle next? In what valley? What could they do in the new country? Hunt, trap, sell furs, cultivate the soil, and occupy more land for England. What other advantages were there in possessing the Ohio Valley? They could use the Ohio River for travel and moving produce. How would they try to hold the land? By making settlements.

Now, some of the most intelligent men of Virginia, among them Lawrence and Augustine Washington, were interested in these lands and wanted to make settlements on them. Before they could make settlements there, it would be necessary to get permission from England? Why would England readily grant this? It would keep other nations out and

secure for her possessions in the Ohio Valley. So a company was chartered in 1749, called the "Ohio Company." It was granted five hundred thousand acres of land west of the Allegheny between the Monongahela and the Kanawha Rivers, although part of the land might be taken north of the Ohio River. (Consult map.) What state now occupies most of this region? What would England expect the Ohio Company to do in return for this grant? The company was expected (1) to settle one hundred families here within seven years, and (2) build a fort at its own expense. Why was England anxious to have the Ohio Company settle families here? It was the best way to hold land. Why were they required to build a fort?

What other nation was interested in the Ohio Valley? Where were the French settlements? Why did the French claim it? Who had explored the Mississippi River? Now, the French in Canada heard that the English were planning to settle the Ohio Valley. What would the French determine to do? Which would get to the Ohio Valley first? The French. Why? Because the French had an easier way and the English had to cross the mountains. Why did the French want this region? Chiefly for the control of the fur trade. What would they do to keep out the English? Build forts and garrisons. Where could they get help? How would they persuade the Indians to help them?

Give them presents; tell them that the English were seizing their land for settlements; offer them rewards for scalps.

Which way of holding the land was better for the future of the Ohio Valley? Why? Because the English would make settlements and improve the country, while the French would simply build forts to protect the fur traders.

Tell of the building of a chain of forts and the placing of lead plates by the French. Why would Virginia be most interested in stopping this? Because so many of her people wanted to cross the mountains to live in the Ohio Valley. How would this be a good thing for Virginia? These settlers would need supplies such as tools, weapons, etc., which they would buy in Virginia. Now, the governor of Virginia began to think that something must be done in regard to these French forts. What did he know about them? Nothing, except from stories of hunters and Indians. What must he do first? Find out definitely how many forts the French had and what they intended to do. How could he do this? Children will suggest spies. What is a fairer way than this? First send a polite letter to the French commander telling him that he was on English ground. How could he learn their plans at the same time? Let messenger observe what was taking place. What would he want to know? Where forts were located, number of forts,

number of men, whether any more were expected, strength of walls, location of cannon, amount of provisions, kind of officers in charge, how friendly they were with the Indians, and finally what place would be best for an English fort.

What kind of messenger would the governor need? A man strong and brave; one who was acquainted with the woods and the ways of the Indians; polite in manner so that he can deal with the French officers; wise, shrewd, and cautious, so that he can learn what he wants to know.

When the governor began to inquire for a man to meet the difficulties, men pointed out Washington as the person best fitted for this task. Why was Washington just the man for this? His work as surveyor had made him strong and self-reliant; it had given him knowledge of the Indians and the wilderness; it had made him accustomed to dangers and hardships. How would his boyhood training help him? Of what use were his rules of etiquette? How did his friendship with Lord Fairfax and his visits to his brother's home help him? These experiences enabled him to talk and mingle with the leading people.

What preparations would he make for the journey? This will bring up matter of horses, guns, ammunition, provisions, dress, tents, guide, and helpers. Why would they not get their food by hunting and save carrying baggage? Daniel Boone

did not bother with baggage. Washington's journey was an important errand for his country and he could not spare the time for hunting. How would they carry the baggage? By pack-horses and canoes. He says in his journal to the Ohio, 1753, edited by W. C. Ford:

“Wednesday, Oct. 31, 1753.

“I was commissioned and appointed by the Honourable Robert Dinwiddie, Esq., Governor, etc., of Virginia to visit and deliver a letter to the Commandant of the French forces on the Ohio, and set out on the intended Journey the same day.”

He took with him a Dutchman who could speak the French language, a backwoodsman named Christopher Gist, who knew the way as far as Logstown, an Indian village on the Ohio River, an Indian interpreter, and four helpers.

How many now set out from Will's Creek (present Cumberland, Md.) on Thursday, November 15th? Washington with a band of seven. (Draw a map on blackboard showing his journey.) What hardships would they meet? The weather was very bad at this season. There was rain, snow, swollen rivers, swampy wilderness to contend with. What would be the effect of this on men and horses? In the journal Washington says, “The excessive Rains and vast Quantity of Snow which had fallen, prevented our reaching the house of Mr. Frazier, an

Indian trader, at the mouth of Turtle Creek on Monongahela [River] till Thursday, the 22nd." How long since they left Cumberland? One week. How could they get horses across the swollen rivers? In the journal Washington says, "The Waters were quite impassable, without swimming our horses; which obliged us to get the Loan of a Canoe from Frazier and to send Barnaby Currin and Henry Steward down the Monongahela, with our baggage, to meet us at the Forks of the Ohio." How will Washington spend his time while waiting for the canoe? He writes in his journal, "As I got down before the Canoe, I spent some time in viewing the Rivers, and the Land in the Fork; which I think extremely well situated for a Fort." (Consult map.) Do you agree with him? Why? What is the location of the city of Pittsburgh? He goes on to give the reason, "as it has the absolute Command of both Rivers."

They arrived at Logstown "between Sunsetting and Dark," the twenty-fifth day after they left Williamsburg. When did they leave Williamsburg? October 31st. When did they reach Logstown? November 24th. Now beyond Logstown Gist knew neither the way to, nor the location of, the French forts. How would they find the way after they reached Logstown? Get some Indian as a guide. Would this be easy? How would they persuade the Indians to help them? Hold council and smoke

with them, tell them the French were taking all their furs, give them presents, etc. This council lasted five days. Why was Washington not wasting his time? Later on it would be worth something to the English to have the friendship of these chiefs. Then, too, Washington knew it was really necessary because Indians never decide anything in a hurry. At last a chief named Half-King and two other Indians agreed to take them to Fort Venango, the nearest fort (about sixty miles from Logstown), "where we arrived the 4th of December, without anything remarkable happening but a continued series of bad weather."

What do you think Washington would do immediately? "I immediately repaired to it, to know where the Commander resided. There were three officers, one of whom, Captain Joncaire, informed me that he had Command of the Ohio: But that there was a General Officer at the near Fort, where he advised me to apply for an Answer." This fort was about sixty miles from Venango on French Creek. (Consult map.)

How would the French officer treat Washington? "He invited us to sup with him and treated us with the greatest complaisance." They had a great deal of wine at the supper. What effect upon the French? "The wine, as they dosed themselves plentifully with it soon banished the Restraint which at first appeared in their Conversation; and gave a

Licence to their Tongues to reveal their Sentiments more freely." What could Washington now learn? "They told me, That it was their absolute Design to take Possession of the Ohio, and by G—— they would do it: For that altho' they were sensible the English could raise two men for their one; yet they knew their Motions were too slow and dilatory to prevent any Undertaking of theirs." What reason had the French for thinking so about the English? "They pretend to have an undoubted Right to the River from a Discovery made by one La Salle 60 years ago; and the Rise of this Expedition is to prevent any settling on the River or Waters of it as they heard of some Families moving out in order thereto." They also told how many forts there were between Lake Erie and Montreal and how long it would take to get to Montreal.

The next day Washington writes, "Rain'd excessively all Day." What effect upon traveling? Joncaire, the French officer, now heard that Half-King was with Washington. What do you think he would do? Send for Half-King. Why do you suppose Washington did not bring the Indians to the French officer? "I knew he was Interpreter and a Person of very great Influence among the Indians, and had lately used all possible means to draw them over to their Interest; therefore I was desirous of giving no opportunity that could be avoided." What does this show in Washington? How would Jon-

caire treat Half-King? Washington writes, "When they came in, there was great Pleasure expressed at seeing them. He wondered how they could be so near without coming to visit him; made several trifling Presents."

On December 7th, they left Venango. Why would it not be an easy matter to get the Indians away? Washington writes, "7th. We found it extremely difficult to get the Indians off To-day, as every stratagem had been used to prevent their going up with me. Could not get them to my tent but was obliged to send Mr. Gist over To-day to fetch them, which he did with great persuasion.

"At 11 o'clock we set out for the Fort and were prevented from arriving there till the 11th by excessive Rains, Snow and bad Travelling through many Mires and Swamps. These we were obliged to pass to avoid crossing the Creek which was impossible either by fording or rafting, the Water was so high and rapid." How would Washington be received by the French commander? With great ceremony. He writes in his journal, "12th. I prepared early to wait upon the Commander and was received and conducted to him by the second Officer in Command." How would Washington show that he had really come from the governor? Any one could have written such a letter. To be genuine, it had to be sealed with the governor's great red seal. (Let children tell how this was done.)

The two following days were taken up in councils. Why would the French commander hold councils? To consider the letter and the necessary reply. What would Washington do while he is preparing the letter? He writes, "Gave me an Opportunity of taking the Dimensions of the Fort and making what observations I could." What observations will he want to make? He writes, "I could get no certain Account of the Number of Men here: But according to the best Judgment, I could form, there are a Hundred exclusive of Officers, of which there are many. I also gave Orders to the People who were with me, to take an exact Account of the Canoes which were hauled-up to convey their Force down in the Spring." What does this show? How would he be treated by the officers during his visit? With great politeness and courtesy, because he came on an errand from another country.

On the evening of December 14th Washington received a reply to the letter of Governor Dinwiddie. What answer would the French officer make? Having received the letter what would Washington be anxious to do? So on the 15th he prepared for his return trip. He writes, "15th. The Commandant ordered a plentiful Store of Liquor, Provisions, &c. to be put on Board our Canoe and appeared to be extremely complaisant." Would it be an easy matter to get the Indians to return also? How do you suppose they had been treated by the French? If

they were reluctant about going what could Washington do? Washington writes that the commander "was exerting every Artifice which he could invent to set our own Indians at Variance with us to prevent their going 'till after our Departure. Presents, Rewards, and EveryThing which could be suggested by him or his officers—I can't say that ever in my Life I suffered so much Anxiety as I did in this Affair. I saw that every Stratagem which the most Fruitful Brain could invent was Practised, to win Half-King to their Interest; and that leaving him here was giving them the Opportunity they aimed at.—I went to Half-King and pressed him in the strongest Terms to go: He told me the Commandant would not discharge him 'till Morning. I then went to the Commandant and desired him to do their business and complain'd of ill Treatment; for keeping them, as they were Part of my Company, was detaining me. This he promised not to do, but to forward my journey as much as he could. As I was very much press'd by the Indians, to wait this day for them, I consented on a Promise that nothing should hinder them in the morning." What does this show in Washington's character?

Finally on December 16th Washington left the French fort. Would the return trip be more or less easy than the journey to the fort? The hardships would be greater because the weather was much colder, the roads and trails were in worse condition

and the horses were weaker. Washington writes, "We had a tedious and very fatiguing Passage down the Creek. We did not reach Venango till the 22nd." How long did it take to get to Venango from the fort? Compare with the time they spent from Venango to the fort. Four days, December 7th to 11th.

Here Washington was obliged, most unwillingly, to part with the Indians. One of the chiefs had hurt himself and was unable to walk. Therefore, the other chiefs determined to remain at Venango for a day or two and convey him down the river in a canoe. What would Washington fear? How would he warn Half-King? He writes, "As I found he intended to stay here a Day or two, and knew that Monsieur Joncaire would employ every Scheme to set him against the English as he had before done; I told him I hoped he would guard against his Flattery and let no fine Speech influence him in their Favour."

By Christmas time Washington left Venango. After a few days' struggle the poor beasts were exhausted. What was the best thing for Washington to do? "Our Horses were now so weak and feeble, and the Baggage so heavy (as we were obliged to provide all the Necessaries which the Journey would require) that we doubted much their performing it; therefore myself and others gave up our Horses for Packs, to assist along with the Baggage. I put my-

self in an Indian walking Dress. I determined to prosecute my journey the nearest way through the Woods on Foot." Why would he not travel alone? His life was too important. Whom would he take with him? Gist. The others were needed to look after the baggage. What would he carry? "I took my necessary papers; and pulled off my Cloaths; and tied myself up in a Match Coat. Then with Gun in Hand and Pack at my Back in which were my Papers and Provisions I set out with Mr. Gist, fitted in the same Manner." How could they find the way? Compass and Indian guide. How would they treat the Indian guide? (For story of his treachery see Gist's diary, p. 37. Writings of Washington, by W. C. Ford.) In what danger are Washington and Gist after they dismiss the fellow? What must they do? "Walked all the remaining Part of the Night without any Stop that we might get the Start, so far, as to be out of the Reach of their Pursuit the next day."

When they reached the Allegheny, what new difficulties must they meet? How could they cross? Children will suggest on the ice. Washington says, "We expected to have found the River frozen, but it was not, only about 50 Yards from each Shore." What would they do? Swim, find a canoe, wait until ice was solid—all of these answers must be rejected as unwise. "There was no Way of getting over but on a Raft; which we set about with but one poor Hatchet, and finished just after Sunsetting. This

was a whole Day's work. Then set off." How could they steer it? By poles. How was this dangerous? Floating logs might upset them. Washington writes, "But before we were Half Way over, we were jammed in the Ice in such a Manner that we expected every Moment our Raft to sink and ourselves to perish. I put out my setting pole to try to stop the Raft, that the Ice might pass by; when the Rapidity of the Stream threw it with so much violence against the Pole that it jerked me out into ten Feet water, but I fortunately saved myself by catching hold of one of the Raft logs." What does this show? Quick action. "Notwithstanding all our Efforts we could not get the Raft to either Shore; but were obliged, as we were near an Island to quit our Raft and make to it." What was their greatest hardship now? "The cold was so extremely severe that Mr. Gist had all his Fingers and some of his toes frozen; but the water was shut up so hard that we found no Difficulty in getting off the Island, on the Ice, in the Morning and went to Mr. Frazier's.

"We intended to take Horses here, and after as fatiguing a Journey as is possible to conceive, finally arrived in Williamsburg the 16th; when I waited upon His Honour the Governor with the Letter I had brought from the French Commandant and to give an account of the Success of my Proceedings." How long since he had left Williamsburg? Two and one-half months. What did Washington attempt

on this journey? The French did not leave the Ohio Valley, although he had taken a letter which asked them to do so. What had been accomplished? (1) He had undertaken a difficult journey. (2) He had gained valuable information concerning the French intentions. (3) He had secured the friendship of Indian chiefs. (4) He had selected a location for the first English fort to be built in the Ohio Valley. What qualities had he shown? Bravery, endurance, wisdom, patience, self-reliance, quick-wittedness, politeness, common sense, and faithfulness.

What now would be Governor Dinwiddie's problem? To build the fort, to get soldiers to go to do it, to get money, to arouse the interest of the people. Why wouldn't the people be interested? They came to build homes; they did not want to fight. There was room enough east of the Ohio for them. How could the governor arouse interest? He ordered Washington's journal to be printed and copies sent to all the American colonies and to London. What effect would it have upon those who read it? In what way would the printing of the journal be of advantage to Washington? It would make him well known, admired—a hero.

Even when the people were interested they were unwilling actually to go on an expedition against the French. The House of Burgesses would vote very little money for this. What inducements could be

offered? The governor proclaimed a bounty of two hundred thousand acres on the Ohio, to be divided among the soldiers who should engage in this expedition. Whom do you think this offer would tempt? Sons of farmers. Why do you think the governor made this grant? He hoped soldiers would become permanent settlers and take away the land claimed by the French.

Why would it be important to occupy the forks of the river at once? The small company that was sent was driven back by the French before the fort was completed. What would the French then know? What would they do? Complete the fort and send scouts and hunters out toward Will's Creek. Washington was by this time at Will's Creek with only half of the men enlisted. (One hundred and fifty.) What was best for him to do?

What arguments might they have for retreating? He was thrown with a handful of raw recruits on a hostile frontier, in the midst of a wilderness; and with an enemy greatly superior in number and provided with all munitions of war within easy reach of supplies and reinforcements. What arguments would there be for advancing? He could prepare the way for the rest of the men. The men would be busy and their fears quieted. Washington resolved to push boldly into the wilderness and at the head of one hundred and sixty men set out from Will's Creek.

While Washington encamped at a place called Great Meadows (see map) he received word from Half-King that he had seen the tracks of two Frenchmen and that "the whole body were lying not far off" (Sparks, Writings of Washington). What do you think Washington would do now? Surprise the French, who were "in a very obscure place surrounded with rocks." What was the result? "After an engagement of about fifteen minutes, we killed ten, wounded one and took twenty-one prisoners," said Washington. One Frenchman escaped. Why was that serious?

How would Washington prepare himself for a possible attack from the French? Where would he build his fort? He went to Great Meadows and built a rude fort, a trench around a square of palisades. He named it Fort Necessity. Why? The rest of the army now came forward and joined Washington. Here he was besieged by nine hundred of the French army. He surrendered on the following terms: (1) That the English were to march out of the fort with honors of war, drums beating and colors flying, (2) Washington was to restore the prisoners taken in the previous skirmish, and (3) the English were not to attempt to build any forts beyond the mountains for one year. Why was he wise in accepting these terms? Why would the French, with nine hundred men, accept such terms?

What effect do you think this expedition would

have upon Washington? Why wasn't the expedition an entire failure? It had built many miles of road and showed that the Virginia soldiers could fight. What do you think it taught the French? the English?

Now that Virginia had done all she could without success, whose problem did it become? What did England do about it? In 1755 she sent over to Virginia General Braddock, with a train of artillery and two regiments of five hundred men each. How would the people in Virginia feel on the arrival of these troops? They were elated with joy, for already war seemed imminent.

How would these soldiers of Braddock compare with the Virginia recruits: in dress? in business? in preparation for fighting? in method of fighting? The English soldiers had full and gaudy uniforms, red coats with steel trappings, while the Virginia recruits had no regular uniforms, but only backwoodsmen's dress. The English soldiers' business was merely to be soldiers and know how to fight, while farming was the business of the Virginia recruits. Fighting with them was a side issue. The English were prepared in every way for fighting. They were drilled under a veteran general and had all the necessary accouterments, while the Virginia recruits had few of these advantages. The method of fighting was entirely different. The English formed in columns when fighting, while the Virginia recruits fought like

the Indians from behind trees. What attitude would they have toward each other? The British soldiers had little regard for the raw American soldiers who had never been to London nor seen a set array of battle. Finally Braddock picked out seven hundred soldiers from Virginia, dressed and armed them "to make them look as soldier like as possible." What attitude would the leaders have toward each other? What could Washington learn from Braddock? He could acquire a knowledge of military tactics then practised in Europe and observe the method of provisioning an army, etc. What could Braddock learn from Washington? He could learn about the Indians and the country.

Washington received an invitation from General Braddock to join him as an aide-de-camp. From the name what do you think would be the duty of an aide-de-camp? How would Washington accept this offer? His views are expressed in a letter in which he says that he wished to gain some knowledge in the military profession and believed that a more favorable opportunity could not offer "than to serve under a gentleman of General Braddock's abilities and experiences." In another place he says, "I expect to be a considerable loser in my private affairs by going." In what way would this be true?

On April 20th they were ready to start and set out from Alexandria. Braddock rode in a coach surrounded by light horse. What do you think about

that way of going on a campaign in a wilderness? By the middle of May they arrived at Will's Creek, where ultimate preparations were to be made. What would these include? Horses, wagons, provisions, etc. While on the way to Will's Creek (at Fredericktown, Md.) Benjamin Franklin, then postmaster-general of Pennsylvania, visited the army and held a conversation with Braddock. Of what do you think they would talk? Braddock was confident of success. Franklin said, "The only danger I apprehend of obstruction to your march is from the ambuscades of the Indians." Then Franklin adds in his autobiography, "He smiled at my ignorance and replied, 'These savages may indeed be a formidable enemy to raw American militia, but upon the king's regular and disciplined troops, sir, it is impossible they should make any impression.'" What does this show as to Braddock's character? What do you think Franklin thought about Braddock's reply? "I was conscious of an impropriety in my disputing with a military man on matters of his profession and said no more." Finally, through his aid, one hundred and fifty wagons were sent to Will's Creek and then the army was enabled to move.

As they proceed what route should they take? The rough track Washington's men had cut to Great Meadows. (Draw map on board showing the march.) How should their progress compare with that of Washington's previous journey? Their

progress should be rapid. How should they guard against danger? There should be an advance body of scouts. What reason have you to think that Braddock wouldn't do it this way? He sent three hundred axmen ahead to clear the road for this army of over two thousand men and their wagons laden with a great amount of baggage and artillery. The road was cut but twelve feet wide and the army was four miles in length. What danger was there in having four miles between the van and rear? Soldiers were too scattered to support one another, so that the enemy could easily cut such a force into pieces at any point.

What other difficulty would present itself now? It would be difficult to get the wagons through the wilderness. What must be done in order to get wagons across the mountains? What effect would this doubling the teams have upon the march? Whose advice might Braddock seek? Why? What advice would Washington give? Washington said in a letter to his brother (Sparks, Writings of Washington, vol. 2, p. 81), "I urged him in the warmest terms I was able, to push forward, if he even did it with a small but chosen band, with such artillery and light stores as were necessary, leaving the heavy artillery, baggage and the like with the rear division of the army to follow by slow and easy marches."

So the army was separated into two divisions. Who would lead the first division? Braddock led

the advanced division of twelve hundred men lightly equipped. The rest of the army remained in the rear. How would Washington feel now? "A prospect that conveyed infinite delight to my mind." He was soon disappointed in his hopes of a rapid march. "I found," said he, "that instead of pushing on with vigor, without regarding a little rough road, they were halting to level every mole hill and to erect bridges over every brook, by which means we were four days in getting twelve miles." (Sparks, vol. 2, p. 82.) How far did they go in one day? The distance from Will's Creek or Cumberland to Fort Duquesne was about one hundred and thirty miles. At the above rate how long would it take to reach Fort Duquesne?

Washington fell ill with a fever. What would he do now? Braddock told him he must stop for rest. How would Washington feel about not going forward with the army? He was greatly disappointed, but General Braddock said: "You shall be brought up before we reach Fort Duquesne." The promise was kept, but though Washington was too weak to sit on his horse, he was later carried to the front in a wagon, reaching the army on July 8th.

On July 8th the army reached the Monongahela River just fifteen miles from Fort Duquesne. (Refer to map.) They had left Will's Creek on June 10th. How long a time had elapsed? How many miles had they traveled? One month to

travel little more than one hundred miles. Why would the army feel in the highest spirits now? Certain that they should within a few hours victoriously enter Fort Duquesne. They planned to attack the fort on the next day. How did they advance? Troops were in full, gay uniforms and arranged in columns and marched as if on parade. The beams of the sun were reflected from their silken banners and burnished arms while the well-trained bands caused the forest to resound with their martial strains. The officers were mounted on prancing steeds. What do you think of this manner of marching in the wilderness for their purpose?

Where would the French and Indians be during this time? What would they be thinking? In what danger were the English? Washington said, "We are in danger, every hour, of falling into an ambush, when our men and horses will be shot down by volleys of bullets from an invisible foe." What would he advise the general? To send out Virginia rangers into the woods and ravines which lay before them and on their side. What reason have you to think that Braddock would not take this advice? He paid no attention to the caution and merely kept a few skirmishers a short way in advance of his force.

One day there came to Braddock a frontiersman, Captain Jack, and a band of rangers. Captain

Jack's whole family had been killed by the Indians during an absence. How would he feel toward the Indians? For what would he be particularly suited? What service could he offer? Braddock refused the offer, saying, "I have experienced soldiers on whom I can rely for all purposes." What do you think about this action? Why was it foolish? What did it show in Braddock?

Suddenly, when the van was about eight miles from Fort Duquesne, firing was heard. "Yells and war whoops resounded on every side and an unseen enemy poured on a deadly fire." Where were the enemy? Behind trees and bushes. What would the English do? Fired in their turn. How did the French have the advantage? They could take deliberate aim while the English fired at random and without result. What effect would this constant firing from an invisible foe have upon the English troops? It huddled them together in confusion. What ought they to do? Braddock used every effort to rally his men and bring them to order. He formed them in columns as if they were fighting in the open fields of Europe. What do you think about this plan of fighting here? It was foolish, because men could be easily shot down. How do you suppose the Virginia troops fought? Why from behind trees? They knew this was the only way to fight Indians. What do you think Washington would suggest to Braddock? He besought him to

scatter his men, too, and meet the enemy under cover as they came. Braddock said that this was contrary to all rules of war and that his men must stand in ranks and take fire of their hidden foes like men without breach of discipline. He even ordered the Virginia troops to get from behind trees. What does this show as to Braddock's character?

What part would Washington take in the fight? With his face glowing in the excitement of battle, he dashed forward wherever the need was greatest. What would the enemy do? They tried to shoot him down. Two horses fell under him; four bullets tore through his clothing; but he was not harmed. In his strong desire to do his duty and save the army from disaster, he seemed to forget all about danger to himself.

What would be the result? After three hours' fighting Braddock ordered a retreat. More than one-half of the whole army were killed or wounded. What do you think about the enemy's loss? Why was it slight? Braddock was mortally wounded. What would Washington do as he took command of the retreat? Ordered them to get behind trees. If it had not been for Washington and the Virginia troops the whole army would have been utterly destroyed. It was Washington who gathered the fugitives and brought off the dying general. Braddock died the fourth day after the battle and was buried in the road near Fort Necessity. To what was his defeat

largely due? Inability to adjust himself to a new situation and neglect of wise counsel.

What effect would this defeat have upon Virginia? It discouraged the people and put them in a state of alarm. How could Virginia prevent an invasion by the French and Indians? Provide for public defense. How was Washington rewarded? About one month after the battle he was offered command of all the Virginia forces, when he was only twenty-three. He at once assumed command, and during the next three years engaged in the arduous task of protecting "from the cruel incursions of a crafty, savage enemy a line of inhabitants of more than three hundred and fifty miles in extent, with a force inadequate to the task." However, he managed affairs well.

What would they finally have to do? Finally, in 1758, General Forbes came to undertake the task which Braddock had failed to accomplish. Once more English troops appeared and a large army gathered. Now again began the old story of delay, building new roads through the wilderness in spite of Washington's advice to the contrary. Summer passed and autumn was far advanced and it looked as if nothing would be gained. Finally, just by an accident, the English heard of the weak state of the garrison at Fort Duquesne and resolved to push on and attack it. Washington was sent ahead of the main division. How would he advance? What

would he be careful to send ahead? Scouts to prevent a surprise. What would the French think when they heard that the English were approaching in this manner? What effect would it have upon them? When the English reached Fort Duquesne they found that the French had withdrawn their forces and burned the fort. Thus this spot which cost Braddock and his army so dearly passed into the hands of the English without a blow. What would the English do now? They built a new fort and named it Fort Pitt in honor of William Pitt, the prime minister of England, who was a true friend to the Americans. What large city now occupies this site? Pittsburgh, the great city that grew up on the spot, retained the name.

What had Washington learned during the last four years? He had learned much from the professional soldiers of England with whom he had been associated. What had he learned about them? That they were not invincible, as he had formerly supposed. What had this campaign taught him about the colonial troops? That they could fight in a superior manner in their own country. This was perhaps the most important thing he had learned, and proved useful to him in coming years.

(3) BENJAMIN FRANKLIN

ETHEL SANDERS

In our country any person of ability, rich or poor, has the opportunity to gain fame and honor for himself and do valuable work for society. For a few lessons we are going to see how one poor boy, Benjamin Franklin, became a great and famous man. What do you know now about Benjamin Franklin?

Let us study first how his boyhood prepared him for his later achievements. He was born January 17, 1706, in Boston. How many years ago was he born? How would the Boston of Franklin's childhood differ from the city of to-day—in size, in conditions? Franklin's father was poor and made candles to earn a living for his family. Besides Benjamin there were sixteen other children. At an early age Benjamin had to go into the shop and help his father in his business. What sort of work could the ten-year-old Benjamin do? Why was he not in school? Though he went to school only a few years, he kept on studying and reading and educated himself. Now, since all the sons in this large family could not go into the father's shop, which ones would the father plan to put in other business? Benjamin loved books. What kind of business might his

father try to put him in? Benjamin's older brother James was a printer, and he took Benjamin into his shop.

James Franklin published a newspaper called the *New England Courant*. How do you suppose the newspapers of that time differed from those of today? (Elson's History of the United States:) "Newspapers were not carried in the mails, but by private arrangement. The newspapers were small and ill-printed, and contained little that we would call news. The chief contents were bits of poetry, advertisements for runaway slaves and indentured servants, arrivals of cargoes, bits of European news, and essays on politics, morals, and religion. The *Boston News Letter*, established in 1704, was the first permanent newspaper in America. At the opening of the Revolution there were thirty-seven newspapers printed in the colonies, with a combined weekly circulation of about five thousand copies. The first daily was not printed until 1784." How do you think the older brother would treat the younger one in the matter of work? James Franklin was very cross and severe and made Benjamin work hard. What effect would this have on a boy? It made Benjamin decide to run away.

He sold books to get a little money, and at seventeen years of age started life for himself. He went by boat to New York. What kind of work would he try to get there? But there was little printing

work to be had in New York, and he was advised to go to Philadelphia. Franklin started out with very little money. How might he get to Philadelphia? How far was it? What does this show about him? At Philadelphia he secured a position in a printing-house owned by a man named Keimer. He soon made friends and became popular. He was a good writer as well as a good printer, and some of his articles published in the paper attracted the attention of the governor. Why was it an advantage to Franklin to have the governor interested in him? The governor said he would help Franklin establish a printing-house of his own, and persuaded him to go to England to buy what was needed. But the governor disappointed Franklin, so after a year of work in a printing-house in London he returned to Philadelphia. Although a business failure, how would the trip help Franklin?

With a partner he started a paper called the *Philadelphia Gazette*. (Teacher should show copy of *Saturday Evening Post*—"Founded A. D. 1728 by Benjamin Franklin.") What have we read about the newspapers of that time, as to the number and size? How often were they printed? What did the people read if there were so few newspapers? What regular items did they miss that we have each day? What information does an almanac supply? (Teacher might show a copy of a modern almanac, reading a few weather predictions and other items

and discussing it with the class.) Every home had an almanac in Franklin's day. How do you suppose they differed from the modern almanac?

Franklin also printed an almanac, and he had a new idea of putting in it some good rules for business. Here is one you have probably heard: "Early to bed, early to rise—" Can any one finish it? What does it mean? "Industry and patience are the surest means of plenty." What does that mean? "Rather go to bed supperless than rise in debt." "If you want anything done, do it yourself; if not, send some one." Tell what these mean. Do you know what we call these short sayings? Can you give some more proverbs? He called these the sayings of Poor Richard, and together they came to be called *Poor Richard's Almanac*. Judging from his proverbs, what kind of man do you think Franklin was? Why would people prefer to get Franklin's almanac? What effect would this wide circulation of his almanac have on Franklin's renown? On his business? He enlarged his business, made improvements in his printing types, and so was the first printer to print government money. But he gained recognition by hard work. Recall the amount of schooling he had. At night he studied, learning different languages, and reading scientific books. It was largely due to his hard work at his business that he became wealthy. So we leave Franklin a successful business man. What things in Franklin's

life do you think helped to make him the famous man he later became?

Now let us find out how Benjamin Franklin helped people toward greater comfort and safety in their homes and city and toward a wider education. Contrast life in Philadelphia at that time with life in our own city or town now, as to comforts in the home. How were the houses at that time heated? What were the disadvantages of the fireplace? Franklin saw all this and invented a stove. What do you think it would be most like? (Show a picture of the Franklin stove.) What does this design suggest? Another thing that Franklin found out which added to people's comfort was the color of clothing to wear at different seasons in the year. Why do you suppose we usually wear light-colored clothing in summer and dark colors in winter? How could you find out what color absorbs the most heat? The least? Franklin found out by putting strips of different-colored cloth on the snow and noting under which colors the snow melted soonest. How would this prove anything?

Compare provisions for safety and comfort in our city with those of Philadelphia in Franklin's time. How are we protected? Fire companies, police, etc. What would people know at that time about police protection? What would Franklin know? He knew what they had in England. (Show copy of Rembrandt's *Night Watch*.) What would

be Franklin's proposal? What would be the duties of the night-watchmen? Possibly some child could read or tell about the call "Four o' the clock and all's well," as the night-watch went his rounds. Then he saw the need of and organized a fire-company. How do you suppose it would differ from our modern fire-companies? Perhaps a volunteer organization with primitive appliances, etc. He also persuaded the people to have the streets paved and lighted. Where did he get his ideas? What do you suppose they used for paving? What enemy outside the city might endanger the city? What would they do in that case? They formed a military organization against the Indians.

Then he had an idea that lightning could be used by people. Tell what you know of the story of the kite and the lightning. What would be good material out of which to make a kite to fly in a storm? Why did he put a pointed iron rod at the top? What was his reason for putting an iron key at the end of the string? How could he put this experiment to practical use for the greater safety of the people? But the more important result of this experiment than the use of the lightning-rod was the interest it aroused in the study of electricity which has finally resulted in all the uses we make of it to-day.

Now how could he aid Philadelphians to get an education? What opportunities have we in our

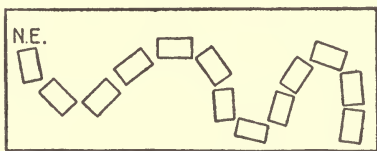
cities and communities? Schools, universities, libraries, etc. What could he do toward accomplishing this? He called this first library the "Library Co. of Philadelphia." As the idea of books leads to that of schools, we would suppose that Franklin would be interested in a school, and he did arrange for the establishment of the University of Pennsylvania. Why possibly did he not work for common public schools? He thought books and experience sufficient—he had succeeded through these.

Then we read of his being appointed postmaster-general for the colonies. "The mail was carried by post riders, who followed the main roads as far as there were any; on reaching the roadless settlements they found their way through the forest as best they could by the trails and bridle paths. The postman left a city, not at regular intervals, but only when he received enough mail to pay the expenses of the trip. The remote settlements were fortunate if they received mail once a month." What changes and improvements might such a progressive man as Franklin make in the mails? Franklin proposed regular weekly delivery between Philadelphia, New York, and Boston. The people were astonished when he succeeded in having mail leave Philadelphia on Monday and reach Boston regularly Saturday.

What do you suppose the people of Philadelphia and America would think of the man who had done

all these things? What was the opinion of Europe, and England especially, at this time of the ability of the colonists? How would Franklin's work tend to change this? Franklin had become a man of international renown.

Let us now see what Benjamin Franklin did for the nation. What was the people's opinion of Franklin? What things had he done to gain their esteem? What public office had he held? What other offices might be given to him? In 1754 he was sent as a delegate from Pennsylvania to a meeting of men from all the colonies at Albany. England and her colonies were at war with France. What would the colonies need for carrying on the war? The colonies were widely separated geographically and politically. What difficulties were there in getting the delegates together at Albany? Why should the colonies help each other? What were the geographical difficulties in getting them together? Show device Franklin printed in his paper to indicate need of union.



UNITE OR DIE

How do you think he explained this device to the council at Albany? What do you think he was

proposing? Albany plan of union. What would the delegates think of his plan? They did not accept it. What reasons could they have had? Fiske says: "If Franklin's plan of union had been adopted in 1754 it is quite possible that there would have been no Revolutionary War." How do you explain this statement?

Soon after came the troublesome times just before the Revolutionary War. What were some of the causes of this war? One was the stamp tax. (Have this explained.) Why would the colonists object to this tax? How could they stop it? Why would Franklin be a good man to send to England? What was the result? (See school text.) He returned to Philadelphia in 1775 and was made a member of the convention which decided on independence. He took an important part in drawing up the Declaration of Independence, and was a signer of that important document.

You have probably read of the lack of troops and the poor supplies of the Americans in the Revolutionary War, and some thought that help might be secured from other countries. What country might help America? Why? Why should Franklin be chosen as the man to try to get help from France? He became very popular with the French. One writer who lived in Paris at the time says, "Mr. Franklin is besieged, followed, admired and adored wherever he shows himself." Why was Franklin so

regarded by the French? Franklin wrote to his daughter that there had been sold a number of clay medallions of him, some to be set in the lids of snuff-boxes, and some so small as to be worn in rings. "Pictures, busts and prints have made your father's face as well known as that of the moon."

When the war was over the treaty had to be drawn up and Franklin was prominent in this. He finally left France at the age of seventy-nine. He was feeble and ill and the King of France ordered the royal litter to take him to the coast. On his return to America he was elected president of the Supreme Executive Council of Pennsylvania, making him the chief executive officer. Then he was made a delegate to the convention which formed the present Constitution of the United States. This was in 1787. They met in Independence Hall. Washington was one of the prominent members, while among others were James Madison, only thirty-six years of age, and Alexander Hamilton, only thirty. Imagine what Franklin must have thought and felt as he sat in convention that summer. What had he done here before? When? How old were Hamilton and Madison when Franklin proposed peace at the Albany convention? Washington was surveying in the wilderness, Madison a baby, and Hamilton not yet born. How would these younger men look on Franklin? What would they expect of him?

At one time when there was a violent discussion

between different parties and some one suggested a compromise, Franklin said, "Yes, when a joiner wishes to fit two boards, he sometimes pares off a bit from both." Of what does this remark remind you? What does it tell you of Franklin? And, too, it was Franklin's pleasantry and hopefulness which happily ended the convention. "On the back of the president's quaint black arm chair was emblazoned a half-sun, brilliant with its gilded rays." The men had worked through a long, hot Philadelphia summer. Their disagreements and discussions were ended and a great work accomplished; an intense, solemn feeling seemed to awe them all; and when Washington rose solemnly from his president's chair as a sign to close, Franklin pointed to the chair and said, "As I have been sitting here all these weeks I have often wondered whether yonder sun is rising or setting. Now I know that it is a rising sun." What did he mean?

What do you think of the services of this man?

(4) GEORGE ROGERS CLARK

HELEN ORTH

What did Daniel Boone do in Kentucky? What are some of the things that Boone had to do to make a settlement? He had to explore; to make friends with the Indians; to influence others to come; to build roads; to clear the land; to build forts and cabins.

At the same time other men were making settlements. What would be the effect of this on the Indians? The Indian war-parties were constantly attacking the Americans, for they did not want their hunting grounds spoiled. What effect do you think these American settlements would have upon the British? What would the British be likely to do? They would use their influence to induce the Indians to attack the settlements, furnishing the necessary ammunition and guns, and offering rewards for scalps and captives. (Roosevelt, *The Winning of the West*, vol. II, pp. 2 and 3.)

What would you say was the great difficulty of the American settlers? To protect themselves. How do you think the settlements could best do this; each for itself or working together? What would the settlers need? To whom would the Kentuckians be most likely to appeal for this assistance?

What reasons would Virginia have for furnishing aid? Many of the Kentuckians were the friends and relatives of the Virginians. The loss of Kentucky would endanger Virginia, and prevent trade and territorial expansion. What aid could Virginia give? Men, money, and ammunition. What kind of training do you think the leader of such an expedition as this would need to have? What in your judgment would be the best plan for him to follow? He would have to take the English forts, and make friends with the Indians. Which would be better to do first?

George Rogers Clark, a young man in Kentucky, saw the need and determined to get help from Virginia. What arguments do you think he would use to persuade the governor and his council to give him men, money, and ammunition? (This question summarizes the discussion to this point.) The governor, Patrick Henry, thought Clark's plan a good one, so he was given twelve hundred pounds in money, and was made colonel, with permission to enlist men. What inducements do you think he might offer? Every man who enlisted was promised three hundred acres of land. (Roosevelt, *The Winning of the West*, vol. II, pp. 36, 37, and 38.) Clark had hoped to get together at least five hundred men, but when he started down the Ohio he had only about one hundred and fifty.

Which fort should Clark attack first? (Ohio

Valley Historical Series, No. 3, Clark's Campaign in Illinois.) (Point out on the map.) Which do you think would be the most likely to expect an attack? Vincennes, since it was the nearest. Which fort, then, should he attack first? Kaskaskia. Which do you think would be the best route to Kaskaskia? (Point out on the map.) The British would expect an attack from the river and would be watching in that direction; therefore, it was best for the Americans to take the route overland.

Near the mouth of the Tennessee River the Americans met a party of hunters from Kaskaskia. They told Clark that the fort was strong, and the soldiers well trained. They said the British were watching the Mississippi, and also that the British had told the French that the Kentuckians were worse than savages. They called them "Long Knives" and said that one of them was equal to twelve ordinary men. Why do you think the British told the French these things? What effect would this have upon Clark's plan? How could these hunters help him? (Roosevelt, *The Winning of the West*, vol. II, p. 42. Ohio Valley History Series, No. 3.) Guide him to Kaskaskia. They promised to take him by the shortest route. What was the danger in using these guides? The hunters might mislead them.

For fifty miles the way led through a tangled, pathless forest and swamp. What difficulties do you think this would make? (Roosevelt, *The Win-*

ning of the West, vol. II, p. 43.) They had to cut their way through the forest, and waded through the swamps exposed to the danger of fever. All the way they must guard against surprise, doing without fires which might betray their presence. Then they came to the prairies where traveling was easier. What dangers would confront them there? Once the chief guide lost his way; what would Clark suspect? What should he do? He told the guide that he would give him until evening to find the trail and if he failed he would shoot him. The guide found it.

After three weeks of traveling Clark and his men reached the Kaskaskia River on the evening of July 4, 1778. They were now within three miles of the fort. Where could they cross the river to the best advantage? (Roosevelt, *The Winning of the West*, vol. II, p. 44.) Above the fort, for the British would be watching down the river. When they had safely crossed, Clark noticed a small farmhouse near by. What would he do when he found there were people living in it? (Ohio Valley Historical Series, No. 3.) Make them prisoners. Why? To prevent them giving the alarm; and, also, to get information. They told him that the people of Kaskaskia were not thinking of danger, that although there were a great many men in the fort they were mostly French and that the commander had two or three times as many men under him as Clark had. What effect do

you think this news would have on Clark? How do you think he should proceed? Use strategy; be daring and waste no time.

He divided his force and approached the fort cautiously from the two sides. As he drew near he could see lights gleaming from the loopholes and hear the sound of violins. What do you think this indicated to Clark? The soldiers were off their guard, and had no idea of danger. How would Clark find the gate in the dark? The captives led him to the gate on the river side, which was wide open. What should Clark do? Clark and his men stealthily entered, and approached the great hall where a dance was being held. The men remained concealed, and Clark leaned quietly against the doorpost and folding his arms watched the dancers unnoticed for some time. An Indian lying on the floor and gazing at him, suddenly realized that Clark was a stranger and, with a war-whoop, sprang to his feet. What would the soldiers present prepare to do? Why would they not attack Clark? When Clark saw their confusion and hesitation he quietly said something like this, "Go on with the dance, but remember you are now dancing under the Virginia flag, and not under the British." There was no more dancing that night.

What do you think Clark would do with the soldiers? With the people? With the ammunition? What do you think about the wisdom of allowing

the people to gather in groups? What orders, then, would he give his men? What had the French heard about the Kentuckians? What, then, would they expect? The priest came to Clark the next morning and asked that the people might be allowed to gather in the church once more to worship, and bid each other farewell before they were killed. What do you think Clark would say to the priest? (Roosevelt, *The Winning of the West*, vol. II, pp. 47 and 48.) What he said was something like this: "Do you think that we are savages and that we intend to kill you all? Do you think Americans kill women and children? It was to protect our wives and children that we came through the forests and swamp to subdue these British forts, where the savages are supplied with arms and ammunition to murder us. We do not war against Frenchmen. The French are our friends, their king is helping us in our war against the British. Keep your property, and your religion, and go and do as you always do. We are your friends, not your enemies, and have come to deliver you from the British." What effect do you think this speech would have upon the French? It would win them and make them his staunch friends and allies.

Clark now had made the British commander his prisoner and the French his friends. What was his next problem? (1) To take the other forts, (2) to

make friends with the Indians. Clark's force was very small, and many of his men were getting anxious to go home. His money had given out, and Virginia was too far away to give any help. What do you think he could do to influence them to stay longer? (Roosevelt, *The Winning of the West*, vol. II, p. 51.) There were other powerful forts; the Indians were still ravaging; all thus far done would be useless if they went back home. About fifty of his men, however, went home. (Ohio Valley Historical Series, No. 3.)

Clark was told that Vincennes was strongly fortified. What could he do with such a small force? Who lived at Vincennes? The French people there were the friends and relatives of those at Kaskaskia. How do you think Clark could make use of this fact? He could use the friendly offices of the French in Kaskaskia. The priest and several of the leading men were chosen by the people of Kaskaskia to go to Vincennes and win over the French. When they arrived at Vincennes they found that there were only a few British soldiers at the fort. Why do you think this was a good thing for Clark? (Roosevelt, *The Winning of the West*, vol. II, pp. 48 and 49.) The French could be won over more easily. To whom would the priest go? (Ohio Valley Historical Series, No. 3.) To the priest of Vincennes, for he was the man of influence there. What do you think he would say? He would tell of Clark's plans; how

he had captured Kaskaskia; how well he had treated the people; that the people of Vincennes would be much better off with the Americans than with the British. Without much difficulty they persuaded the French in Vincennes to join Clark. They then compelled the British to pull down their flag and put up the American flag. What would Clark do when he heard this good news? Send men to take possession of the fort.

What was the other thing Clark had to do besides taking Vincennes? Make friends with the Indians. What was the English method of making friends with the Indians? (Ohio Valley Historical Series, No. 3, p. 38.) They bribed them. Can you suggest a better way for Clark to treat with the savages? He should not bribe them, for this might seem cowardly; he might simply hold conferences with them and tell them to let him know on which side they were. Do you think he would send for the chiefs or wait until they came of their own accord? It would be best to send for them, for this would look as though he feared nothing.

A very powerful chief lived near the mouth of the Wabash, called "The-Grand-Door-to-the-Wabash." Why do you think it was important that this chief should be a friend of Clark? (Perry and Beebe, *Four American Pioneers*, p. 92.) Because he controlled the Wabash, on which river Vincennes is situated, and it was he who granted the right to

go up or down the river. (See map.) Clark sent word to him to join the British or the Americans, as he pleased, but to decide which, and stick to it. How would such a message affect an Indian chief? After a few days "The-Grand-Door-to-the-Wabash" sent back word that he had decided to stand with the "Long Knives."

Now Clark began the work of dealing with the tribes of Indians between the Great Lakes and the Mississippi River. He was at this time at Cahokia (see map), a settlement about twelve miles north of Kaskaskia. Several chiefs had come to that place and asked for a council. They blamed the British for the Indian attacks, and, throwing down the flags and war-belts which the English had given them, they stamped on them. What caused the Indians to do this? What did Clark do? Clark calmly told them that he would consider the matter and let them know the next day whether he would forgive or destroy them. Why was this a good thing to do? What do you think Clark said at the council the next day? (Let the children attempt to make the speech.) He made a stern address to them, something like this: "Men and warriors, listen to my words. I am a warrior, not a councilor. I hold war in my right hand and peace in my left. I am sent by the Council of the 'Long Knives' to take possession of *all* the towns owned by the English, and to watch the red men. I will make bloody the

paths of those who stop the way to the river. I will open such paths for those who are friends, that women and children may walk in them." Offering a peace-belt and a war-belt, he said, "Take whichever you please. If you choose the war-belt you may go back in safety to make ready to fight. If you choose the peace-belt you shall be the friends of the 'Long Knives' and of the French. If you do not keep faith, when once you give your word, you shall be destroyed." (Perry and Beebe, *Four American Pioneers*, p. 93.) Clark then dismissed the Indians to think over what he had said. What do you think was the Indians' decision? They chose the peace-belt and decided to be friends of the Americans.

Now there was an important chief, "Big Gate," who came of his own accord. He came in full war-dress, with the bloody belt which he had received from the English about his neck. He had attended the councils which Clark had with the other chiefs. He always sat in the very front row, but never said a word. What effect would it have on "Big Gate" if Clark ignored him? (Perry and Beebe, *Four American Pioneers*, p. 98.) Clark acted as though he did not see him. This, of course, hurt the pride of a warrior who always thought himself very important. One day, however, Clark did speak to him after this fashion: "When white warriors talk with their enemies each treats the other with the greatest respect.

Each honors the other according to his exploits. I hope that you will remain with us a few days and that you will dine with me and my officers this evening." What would you expect "Big Gate" to do? This surprised "Big Gate"; he tried to refuse, but Clark insisted. Clark treated him so very politely that he became very much excited. He ran to the middle of the room and threw on the floor his war-belt and English flag. Then he began pulling off his clothes. Greatly excited, he said, "I am a warrior. I have delighted in war from my youth. The English have lied to me. I thought the Long Knives in the wrong. I have fought against them three times, and was ready to go on the war-path again. I thought I would come to see what kind of people they are. I know now that they are in the right. I will no longer be on the wrong side." And so it was that "Big Gate" was convinced in spite of himself. What do you think it was that won him?

Thus Clark was succeeding, but a very important chief, "Black Bird," did not come. Clark was especially anxious to treat with him, because he was a leader among the Lake Michigan tribes, so finally he sent for him. When "Black Bird" came, he saw that Clark was preparing for the usual Indian ceremonies, but "Black Bird" spoke after this fashion: "I'm not that kind of an Indian. I want to do business like a white man. I want to know what you are doing here anyhow?"

How do you think Clark would answer this? Why not in the same way as he had answered the other Indians? (Perry and Beebe, *Four American Pioneers*, p. 95.) Clark saw that he was a reasonable man, so he told him frankly what his purposes were. What do you think "Black Bird" would answer? He answered somewhat like this: "I will be a friend to you. I will make my people your friends as soon as my young men come back from the war-paths they now tread. I will make the other lake tribes your friends also." And "Black Bird" kept his word most faithfully.

What does this treatment of the Indians show you about Clark? How does it compare with the English method? What was the weakness of the English method? It gave the Indians the impression that the English were afraid of them.

It was by this time late in December. What, so far, do we know about Vincennes? Clark received word that General Hamilton, with a party of one hundred and seventy-seven soldiers and about three hundred and twenty-five Indians had come down from Detroit and retaken Vincennes. Why had Clark permitted this? (Roosevelt, *The Winning of the West*, vol. II, pp. 60, 65 to 68.) He had no force at Vincennes to prevent it. What opportunities would this give Hamilton? To get control of the French and the Indians. What do you think Hamilton would plan to do during the

winter? Stay at Vincennes. What do you think he would expect Clark to do? Stay at Kaskaskia. What do you think Hamilton would do in the spring? Go to Kaskaskia, and when he had taken it, go on to the Kentucky frontier. What do you think Clark had better do? Surprise Hamilton by going at once to Vincennes.

Let us see, then, what were Clark's difficulties in this undertaking and how he overcame them. Show on a map the country across which Clark and his men would have to travel in going from Kaskaskia to Vincennes. These are slow, sluggish rivers. What does that show about the land? The land is level. Near Kaskaskia the ground is wet, and parts were covered with water, but Clark did not know how it was farther on. He decided, however, to go at once, and called for volunteers. Altogether one hundred and seventy men agreed to go. (Roosevelt, *The Winning of the West*, vol. II, p. 69.) What do you think his difficulties would be? How long do you think it would take to travel the two hundred and forty miles? What effect would such a march have upon the spirits of the men? What, then, would Clark have to do? (*Ohio Valley Historical Series*, No. 3.) Keep up their spirits and courage.

Clark had a few extra horses in addition to the pack-horses. How could he use these to the best advantage? (Roosevelt, *The Winning of the*

West, vol. II, pages 70 and 71.) Every day a different group of men was allowed to use these horses for hunting along the way. When successful, they would feast at night on the game caught during the day, and have hilarious times around the camp-fire. Why would Clark encourage this? Where would they stay at night? They would have to keep going until they found a high and dry place where they could lie down and sleep. Often they did not find such a place till late at night, and very often the men spent miserable nights, cold and wet and hungry.

When they had gone about two-thirds of the way they came to the Little Wabash. (See map.) Usually this river was about five miles from the Wabash, but now they had both overflowed and practically all the territory between the two rivers was covered with water. What do you think they will do? (Roosevelt, *The Winning of the West*, vol. II, pp. 71-76.) Clark set the men to building canoes, and during the day two boats were found adrift in the river. These boats carried the men across the river-beds, but they had to wade across the flooded prairies. Think of wading for days at a time through water which was sometimes up to your chin, and having wood and ice strike you when you were half-frozen.

Finally, Clark and his one hundred and seventy men reached a hill about two miles from Vincennes,

just at sundown. A boat loaded with buffalo meat, corn, tallow, and kettles was captured from some squaws. Soup was made and the starving men each received a small portion. A piece of open country stretched between the hill and the fort. What would Clark want to know before crossing this? (Roosevelt, *The Winning of the West*, vol. II, p. 77.) To know about the fort, its condition and size of garrison. (Ohio Valley Historical Series, No. 3.) From the hill Clark could see some French hunters who were shooting wild ducks. What opportunity would this offer him? A soldier was sent out to capture one of these hunters without causing any disturbance or alarm to the others. The captured hunter said that the number of armed British, French, and Indians in the fort was four times Clark's force.

Clark was anxious also to get the confidence and support of the French in the town just outside the fort. How could he go about it? He sent the following message to the residents:

“To the Inhabitants of Post Vincennes; Gentlemen; Being now within two miles of your village, with my army, determined to take your fort this night, and not being willing to surprise you I take this method to request such of you as are true citizens and willing to enjoy the liberty I bring you to remain still in your houses: And those, if any there

be, that are friends to the King, will instantly repair to the fort, and join the Wairbuyer General, and fight like men. And, if any such, as do not go to the Fort shall be discovered afterward, they may depend on severe punishment. On the contrary, those who are true friends to liberty may depend on being well treated: And I once more request them to keep out of the streets; for every one whom I find in arms on my arrival I shall treat as an enemy.

(Signed) G. R. CLARK."

What do you think would be the effect of this message on the French? It would make glad those who were friends of the Americans; and would greatly alarm those who were on the side of Hamilton. It would force those who were undecided to make up their minds and choose sides.

By means of field-glasses, Clark could see that all was confusion in the town. People were seen running out into the commons to get sight of the Americans. In the fort all was quiet. What would Clark think about this? In the march across the level land Clark's army would be in full view of the fort. What reasons would he have for wishing not to be seen? He would not wish it to be known how small a force he really had. What would you suggest that he do to make his force seem larger? This is what he really did. The army marched and countermarched

behind the trees and ridges, so that the people of Vincennes thought that a great host of men were approaching their town. The Americans had about ten or twelve flags with them. These were fastened on long poles and carried in such a way as to make it appear that there were a hundred men for every flag. (Ohio Valley Historical Series, No. 3.) Thus they reached the fort of Vincennes about eight o'clock in the evening. Still there was no sign of alarm. Clark could not understand this and so one group of men was ordered to mark and fire on the fort. But even this did not arouse the British until the Americans happened to kill a man through a port-hole. The British had mistaken the Americans for a band of drunken Indians who often saluted the fort after dark.

What precaution would you say Clark should take? He must be sure to protect his men from the English guns. Therefore, he threw up earthworks and fought from behind these. All night long a constant firing was kept up around the fort. The next morning Clark sent a letter to Hamilton, demanding that he surrender. What do you think was in the letter? This is what he said:

“Sir,—in order to save yourself from the impending storm that now threatens you, I order you immediately to surrender yourself, with all your garrison, stores, etc. For, if I am obliged to storm, you

may depend on such treatment as is justly due to a murderer. Beware of destroying stores of any kind, or any papers, or letters that are in your possession; for, by heaven, if you do, there shall be no mercy shown you.

(Signed) G. R. CLARK."

Why was Clark so particular to tell Hamilton not to destroy any of the stores? Why do you think Clark spoke in this way, threatening to treat Hamilton as a murderer? He did this to frighten him into surrendering. (Ohio Valley Historical Series, No. 3, p. 105.)

What would you expect Hamilton to answer? What does he really say? This is what he said, "Governor Hamilton begs leave to acquaint Colonel Clark that he and his garrison are not disposed to be awed into any action unworthy of British subjects."

What would Clark do then? (Ohio Valley Historical Series, No. 3, p. 106.) He would begin the fight again, and tell his men to go right after them. Which do you think were the better marksmen? Which would you say was the most accustomed to facing danger? How could the Americans keep the English from using the loopholes? What effect would you expect this to have on the English? How would the American soldiers act when the English closed the loopholes? They laughed and

jeered at them. Late in the afternoon a flag of truce appeared above the fort. (Roosevelt, *The Winning of the West*, vol. II, p. 84.)

What do you think is going to happen? What do you think Hamilton will ask? This is what he said:

“Governor Hamilton proposes to Colonel Clark a truce for three days; during which time he proposes there shall be no defensive works carried on in the garrison, on condition that Colonel Clark shall observe, on his part, a like cessation of any offensive work. That is, he wishes to confer with Colonel Clark as soon as can be; and promises that whatever may pass between those two and another person mutually agreed upon to be present, shall remain secret till matters be finished, as he wishes, that, whatever the result of the conference may be, it may be to the honor and credit of each party. If Colonel Clark makes a difficulty of coming into the fort, Governor Hamilton will speak to him by the gate.

(Signed) HENRY HAMILTON.

24th February, 1779.”

What did he mean by a truce for three days? Give examples of defensive and offensive works.

What do you think his plan is? What do you think Clark will say as to the truce? as to the meeting? as to the plan? The following is Clark's reply:

“Colonel Clark’s compliments to Governor Hamilton, and begs leave to inform him that he will not agree to any terms other than Mr. Hamilton’s surrendering himself and garrison prisoners at discretion. If Mr. Hamilton is desirous of a conference with Colonel Clark, he will meet him at the church with Captain Helm.

(Signed) G. R. CLARK.

February 24th, 1779.”

What does Clark mean by “prisoners at discretion”?

What conditions could a general ask? Hamilton agreed to the church as a meeting-place. Those present were Hamilton, Major Hay, who was superintendent of Indian affairs, Captain Helm, the American who had been in charge of Vincennes when the British captured it, and, therefore, was now their prisoner, Clark, and Major Bowman. Hamilton had drawn up terms according to which he was willing to surrender. Clark took each article separately and discussed it—then he refused to accept the surrender on such terms.

Then Hamilton requested Clark to give his terms and Clark said, “I have no others to make than what I have already made,—that of your surrendering as prisoners at discretion. Your troops have behaved with spirit; and they can not suppose that they will be worse treated in consequence of it. If you choose to comply with the demand, though hard,

perhaps the sooner the better; it is in vain to make any proposition to me. You must, by this time, be sensible that the garrison will fall, and both of us must view all blood spilt for the future by the garrison as murder. My troops are already impatient, and call aloud for permission to tear down and storm the fort. If such a step is taken, many, of course, will be cut down. The result of an enraged body of woodsmen breaking in must be obvious to you. It will be out of the power of an American officer to save a single man."

"Would you be so kind," asked Hamilton very politely, "as to give me your reasons for refusing the garrison any other terms than those you offer?"

Why would Clark not even allow the garrison to go out without any ammunition? What reason could he have for wanting only unconditional surrender? What had these very men done? What had Hay done? What do you think Clark would say? Mr. Hay, you remember, was present at this conference.

This is what Clark is reported to have said: "I have no objections in giving you my real reasons, which are simply these: I know that the greater part of the principal Indian partisans of Detroit are with you, and I want an excuse to put them to death or otherwise treat them as I think proper. The cries of the widows and fatherless on the frontiers, which they have occasioned, now require their blood from

my hand. I do not choose to be so timorous as to disobey the absolute commands of their authority, which I look upon to be next to divine. I would rather lose fifty men than not to empower myself to execute this piece of business with propriety. If you choose to risk the massacre of your garrison for their sakes, it is your own pleasure. I may, perhaps, take it into my head to send for some of those widows to see it executed."

When Clark had finished, Major Hay, who had listened very intently, said, "Pray, sir, who is it that you call Indian partisans?" "Sir," replied Clark, "I take Major Hay to be one of the principals." Major Hay grew very pale and trembled so that he could scarcely stand; and Hamilton even blushed with shame.

Then Clark said, "We will return to our posts, and I will reconsider the matter and let you know the result. No offensive measures shall be taken in the meantime." Why not defensive also? Why did Clark prefer this delay?

A little later Hamilton signed the following:

"I. Lieutenant-Governor Hamilton engages to deliver up to Colonel Clark, Fort Sackville, as it is at present, with all the stores, etc.

"II. The garrison are to deliver themselves up as prisoners of war, and march out with their arms and accoutrements, etc.

“III. The garrison to be delivered up at ten o'clock tomorrow.

“IV. Three days time to be allowed the garrison to settle their accounts with the inhabitants and traders of this place.

“V. The officers of the garrison to be allowed their necessary baggage, etc.

“Signed at Post Vincent, 24th of February, 1779.

“Agreed for the following reasons: the remoteness from succor; the state and quantity of provisions, etc.; unanimity of officers and men in its expediency; and honorable terms allowed; and, lastly, the confidence of a generous enemy.

(Signed) HENRY HAMILTON,
Lieut.-Gov. & Superintendent.”

(Ohio Valley Historical Series, No. 3, pp. 74, 75; 107, 108.)

What does this surrender show about Hamilton? What effect would this capture of Vincennes by the Americans have on the Indians? It would make them friends of the Americans. What effect would it have upon the Kentucky frontier? The Kentucky settlements would rapidly increase. What had been the problem of the Kentucky settlers? To protect themselves from the British and the Indians.

How does the matter now stand? What actual fighting had been done? In what cases had bloody fighting been avoided? How had Clark accom-

plished this in each case? To whom did the Northwest Territory belong after the Treaty of Peace was signed? Who had brought this about? Did the government show appreciation of Clark's work?

In 1783, Clark was relieved of his command. A letter of appreciation was sent him by Virginia, but no money or work. About five years before he died he was given a pension of four hundred dollars a year; and twenty years after his death his heirs were paid a large sum. In 1812, when Clark was old and poor and paralyzed, the legislature of Virginia had a beautiful sword made, and they gave it to him. What do you think of such a gift? This is what Clark said: "When Virginia needed a sword, I gave her one. I am too old and infirm, as you see, ever to use a sword again, but I am glad that my old mother state has not forgotten me." (Perry and Beebe, *Four American Pioneers*, p. 131.) What difference do you think it would have made had Clark known at the beginning of his campaign that this would be his sole reward? Of what value to the United States was Clark's work? (Show on the map the territory that he won for America: Ohio, Indiana, Illinois, Michigan, and Wisconsin.)

(5) DANIEL BOONE

HELEN ORTH

Daniel Boone was the first settler in Kentucky. (Go to the map and point out Kentucky.) What did we say about Daniel Boone? What does that mean? If there were no white men living there, who did live in Kentucky? There were Indians living north of Kentucky and south, but not a single tribe lived in Kentucky itself. Why do you suppose no Indians lived there? The Indians to the north and those to the south both wanted Kentucky, so it was a disputed hunting-ground. What sort of place do you think this would be for white men? A very dangerous place, for if an Indian from the north should meet one from the south in Kentucky, each would do all in his power to kill the other, but the Indians, whether from the north or from the south, would do their best to kill any white man. Kentucky was known in those days as the "Dark and Bloody Ground."

If there were no white men or Indians in Kentucky, what was there? Why do you suppose all

the Indians wanted this part of the country? Because it was such a good hunting-ground. What are some of the animals that may have been found in these hunting-grounds? Deer, bear, buffalo, squirrels, turkeys, etc., were plentiful. If there were no white men living in Kentucky, where were they living? (Show on the map.) Why did they not spread all over the country? The mountains acted as a barrier, and the Indians lived west of them. Why was it that the people did not build roads over the mountains? They did not need them; for there was no necessity for crossing the mountains. Who would have used the roads had there been any? The hunters. Where would the hunters live? Near the mountains, as far as possible from the cities. Where would you expect to find Daniel Boone living? Near the mountains where there were not many people.

Now we know some things about Daniel Boone. He lived here in Pennsylvania. (Show on the map.) How do you suppose Boone, as a boy, would spend his leisure time? He would go into the mountains, learn use of firearms, woodcraft, hunting, etc. When he was twelve years old he got his first rifle. Why was it so necessary for him to know how to handle a rifle? It would be necessary for his protection. He would have to know how to kill and cure game for the family's use. What would he have to do if his gun broke? Take a piece of iron and heat

and shape it. He would have to be something of a blacksmith. What would he have to do if the handle of his ax broke? Boone also had to know how to build a house. How was this done? This answer will give a description of the homes of the backwoodsmen. What would he need to know when he went hunting? How to tell directions whether on a stormy day or on a sunshiny day, the calls of birds and animals, the ways of the Indians and their methods of warfare.

More and more people kept coming to America. What effect would this have on the size of the cities? On the number of farms? On the hunting? What kind of place did the Boones like to live in? What do you think they would do when a great many people came to Pennsylvania, and the game became scarce? Which way do you think they would move? Boone's parents settled on the upper waters of the Yadkin in the northwest corner of North Carolina. (Point out this region on the map. Point out Kentucky.) Compare the distances of the Pennsylvania and North Carolina homes from Kentucky.

Here Daniel Boone married Rebecca Bryan. He bought a farm and for several years was busy working it. Why would he not give up hunting? He might have more need than before for meat and furs. Boone often went on long hunting trips, and we can still tell just how far west he went by the marks he made. Why would he blaze his trail?

What kind of marks would Boone make to show where he had been?

	D, Boone	
Cilled	A Bar	On
In	The	Tree
Year	1760	

Inscription carved by Boone on a beech-tree in valley of Boone's Creek, a tributary of the Watauga, Tennessee

A group of men were going into the wilderness to explore. Why do you think they chose Daniel Boone as their leader? They came to a spur of the Cumberland Mountains. (Point out these mountains on the map.) What do you think they could see from that point?

One day a man named John Finley came to see Boone. Finley had just returned from a hunting trip in Kentucky. What tales do you think he would tell that would interest Boone? He would tell of the wonderful hunting-grounds, where no Indians lived, where there were great stretches of fertile farmland. He would also tell of the wonderful scenery to be found in Kentucky. What do you think Boone would do? Make arrangements to go back with Finley. Boone and five other men made a journey over the mountains and into the "Dark and Bloody Ground," the trip across taking a little

over a month. What sort of place did we say Kentucky was for white men? Summer and fall passed and there was not even a sign of Indians. One day in December Boone and another man started to explore farther west and after traveling all day they came to the Kentucky River. (Show on map.) They camped here, and early the next morning started on again. As they were passing a cane-brake, Boone heard the leaves rustle, and raised his gun to shoot what he thought was a deer. But he saw instead several big, brawny Indians, who with their war-cry sprang toward him and his companion. Would Boone and his friend better fight or give up? Do you think they would better act as though they were anxious to get away or as though they did not care? The man with Boone wanted to fight, but Boone warned him not to fight. What does this show us about Boone?

Boone and his companion acted as if they liked to be with the Indians. How would this affect the treatment the white men would receive? What time do you think Boone would select to escape? Boone and his friend had been with the Indians several days. The savages went on a long hunt, and at night they were worn out and soon were asleep. How could Boone manage the escape? When they were all snoring loudly, Boone awakened his friend. Very quietly they crept along inch by inch until they came to the part of the camp where the

ammunition was kept. Each took a gun and some powder and bullets, and then stole away to the forest. What would they do now? After two days they came to their old camp, but all was silent and deserted. What do you think had happened to the other three men? Boone never found out what had become of his friends, and no one has heard of them to this day.

What would Boone and his friend better do? Why would they not want to go home? How could they protect themselves from the Indians? By constant watchfulness; by frequent change of camps; by concealing all traces of camps; by leaving no trails. They went about from place to place. One day they were surprised to see two white men. When the men came nearer, Boone saw that it was his brother Squire and a friend. Why do you suppose these men had come? They had come not only to explore, but also to seek Boone and his companions. As they now had plenty of ammunition, what do you think the four men would do?

One day Boone and one of the men were hunting together, when they were suddenly attacked by a party of Indians. Boone escaped, but the man with him was killed. Not long after this the man who had come with Squire disappeared and was never heard of again. How would this affect the Boones' enthusiasm for living in the "Dark and Bloody Ground"? In spite of this they remained in

Kentucky. What needs must they supply? Were there any they could not supply in Kentucky? At length their ammunition was nearly gone. What do you think they would better do? But neither of them wanted to go home. How could they decide which should go? They drew lots and it fell to Squire to go.

Daniel Boone was left alone in the forest with the wild beasts and Indians for three months. How do you think he would guard against the Indians? He would not stay in his camp at night, nor sleep in the same place on two successive nights. He would have no fire, and would always return to his camp in a cautious, roundabout way. Why do you think he would do little hunting? He would not do much for fear of attracting the Indians, and in order to save his scanty store of ammunition. How could he get the animals without shooting them? He could use traps. What would be the danger of doing this? The Indians might discover the traps. What kind of traps would he use? As Boone went through the forests, what would he always have to be on the lookout for? How could he know if the Indians were on his trail? He would find broken sticks, would see footprints, and would notice that the animals seemed unusually shy. What means do you think he would use to throw the Indians off his trail?

One day Boone found that the Indians were on

his trail. He tried every means he knew to throw them off, but failed. When he was at his wit's end, however, he saw a wild grape-vine clinging to a tall tree. He cut the vine loose from its roots, and, taking hold of it, swung himself as far as he could, then jumped, and ran in the opposite direction from which he had been going. Thus Daniel Boone again outwitted the Indians.

As it was so dangerous, why do you suppose Boone stayed? What do you suppose his family would think about life in the Kentucky wilderness? What do you think he would better do? Hunt for a place where he could build a cabin and bring his family. For two years after Squire Boone returned the two brothers explored the country and named the streams. As Boone saw more of this beautiful land, what would he want to do? Bring his family and live in Kentucky. What sort of a place would be selected for a home? At last Boone and his brother decided to return to North Carolina and to move their families to Kentucky. Why do you think they would want some of their neighbors to return with them? It would make it safer and less lonely for all. What tales do you think they would tell to induce people to go? (Have children tell of the wonders of Kentucky.) Boone persuaded five families and several men to go. What would the people do to get ready to move to Kentucky? Settle their business affairs, sell the farms, etc. What would

they take with them? A few household articles, clothes, and some food; dogs, horses, other live stock, and plenty of ammunition.

After many delays, Boone and his wife and children, five families and forty men started out. What dangers and difficulties were in the way? No roads, poor trail; need of more food; greater danger from Indians. Why would Boone be likely to have more trouble with the Indians now than when he went before? Indians might not object so very seriously to the coming of a few hunters, while they would be pretty certain to oppose the coming of settlers. (Roosevelt, *The Winning of the West*, vol. I, p. 158.) How would Boone guard against an Indian attack? Send out scouts. From which direction do you think the Indians would be most likely to attack them? Notwithstanding all Boone's precautions, the Indians attacked the travelers, and from the rear, just two weeks after they started for Kentucky. Six of the men were killed; among them was Boone's own son. What effect do you think this would have on the people? On Boone? Why do you think Boone could not allow the people to go back without him?

What do you think would be the effect on Boone of this failure to make a settlement in Kentucky? He would make his plans for another attempt. What do you think could be done to make the way easier and less dangerous for settlers traveling from

Virginia to Kentucky? Boone was sent to lay out a road across the mountains into Kentucky. How do you think he would do this? He would find the most passable and most direct route into the most fertile part of Kentucky, and would clear and level the road. (Point out on the map.) Why do you think Boone was especially fitted to have charge of such an undertaking? He knew the country; then, too, it was a very dangerous undertaking, and Boone, better than any one else, would know how to guard against the Indians. How wide do you think this road should be? Just wide enough for the passage of one wagon; a mere trail, not a road as we think to-day. What name would you suggest for this trail? It was called Boone's Trace, and was later known as the Wilderness Road. (Write on the board.) It went through the Cumberland Gap, two hundred miles to the Kentucky River. (Trace the route on the map.) In what part of Kentucky were they now?

Here they began to build a fort. What would determine the choice of a place? Nearness to the river and a spring. How do you think they would arrange the cabins? How would the four corners of the fort be constructed? Of what particular value would the blockhouses be? How high would the poles of the stockade have to be? How wide would they make the gates? Just large enough to permit the passage of wagons. How far from the fort do

you think they would clear the forests? Why do you suppose they would not leave even the stumps of trees? How near the river would they build the fort? Near enough to have the river as protection.

“The fort was in shape a parallelogram, some two hundred and fifty feet long and half as wide. It was more completely finished than the majority of its kind, though little or no iron was used in its construction. At each corner was a two-storied loop-holed block-house to act as a bastion. The stout log-cabins were arranged in straight lines, so that their outer sides formed part of the wall, the spaces between them being filled with a high stockade, made of heavy squared timbers thrust upright into the ground, and bound together within by a horizontal stringer near the top. They were loop-holed like the block-houses. The heavy wooden gates, closed with stout bars, were flanked without by the block-houses and within by small windows cut in the nearest cabins. The houses had sharp, sloping roofs, made of huge clapboards, and these great wooden slabs were kept in place by long poles, bound with withes to the rafters. In case of dire need each cabin was separately defensible. When danger threatened, the cattle were kept in the open space in the middle.” (Roosevelt, *Winning of the West*, vol. I, p. 259.)

The fort when completed was two hundred and fifty by one hundred and twenty-five feet. How does

this compare in size to our school yard? What would you suggest as a name for the fort? It was called Boonesborough. When the fort was finished, what do you think the men would want to do? Such care was taken that the settlers reached Kentucky without a single loss.

The settlers were always in great danger. What precautions would they take? They withstood all Indians' attacks so successfully that there came a period of quiet when the settlers grew bolder. One day Boone's daughter and two other girls were playing in a canoe on the river. A great painted face appeared among the bushes on the river-bank. What would you expect the girls to do? But what would the Indian do? The girls dared not cry out. The Indian got into the canoe and paddled it to the opposite side of the river, where there were four other Indians. What do you think the girls would do as they went through the forest? They would try to mark their way. How do you think they could do this? The oldest girl tried by breaking twigs, but when the Indians noticed this they threatened to tomahawk her if she did it again. Nevertheless, she did manage to tear off bits of her skirt and drop them. What precautions do you think the Indians would take? At times they made the girls hide their footprints by walking along in a stream; and at one time they divided the party. The girls' absence was not discovered until evening,

and at once the search began. A party of seven men, including the fathers and three lovers of the girls, set out, and Boone with difficulty found the trail. They came up with the Indians just as they were preparing breakfast on the morning of the second day. What would the Indians do if they saw the white men? What did Boone and his companions have to do then? Before the Indians could kill the girls, the pursuers killed two Indians and the other three ran in great haste into the forest. (Roosevelt, *The Winning of the West*, vol. I, p. 326.)

About two years after this the settlers were badly in need of salt. Why would they need much salt? How would they know where to go? They would follow the trails of the animals to the Salt Licks. What are Salt Licks? Boone and twenty-nine men went to the Blue Licks. How would they get the salt? By boiling the water. Why would the danger from Indians be especially great here? What precautions must they take? What else would these scouts be doing? One day when Boone was out hunting and watching he was unexpectedly surrounded by four big brawny Indians. He saw that he might as well give up or they would kill him. He was led away to the Indian camp, where he found one hundred and twenty warriors. Whom would you expect Boone to find among these warriors? Some of his previous captors. How would they greet Boone? How would Boone act?

The Indians were on their way to Boonesborough and wished Boone to surrender his men and then lead them to the fort. What would be the result if these Indian warriors went to Boonesborough? What was Boone's problem? What do you think he had better do? What effect would it have on the Indians if Boone were to surrender his men? What promise would he exact from the Indian chief before surrendering? Boone promised to surrender his men on condition of good treatment. Why was it perfectly right for him to do this? What scheme could he suggest to persuade the Indians to give up the undertaking against Boonesborough? His plan, which the Indians thought a good one, was that they take the white men north of the Ohio to the Shawnees' towns and there wait until spring. Then, when the good weather had come, that they all go together to Boonesborough with horses, and remove the women and children. These he said would be perfectly willing at his suggestion either to live with the Indians as their adopted children, or to be delivered up to the English at Detroit. Why do you suppose Boone ever made such a plan? It was the only thing he could think of; there was nothing else to do. The Indians agreed to the plan and went with Boone to get the other men. What would the men do when they saw the Indians? What would Boone say to them? (Have the children give his speech to the men.) How do you suppose the men

would act? What would some of them say? (R. S. Thwaites, Daniel Boone.)

Boone and his men were taken by the Indians to Detroit, where all but Boone were ransomed by the English. Why do you think the Indians would not sell Boone? The Indians admired his ability as a hunter and his prowess as a warrior. They knew him to be their strongest enemy and respected him for it. They must have realized that he enjoyed a life such as they lived. So they decided to make an Indian of him.

What are some of the things that you think the Indians might do to try to make Boone an Indian? He was thoroughly washed to get all the white blood out of him. Then all of his hair except the scalp-lock was pulled out and this was decorated with ribbons and feathers. A great meeting was held in the council-house, and the chief recounted the daring deeds of Boone and impressed upon him the great honor about to be conferred. After his face and head had been painted, there was a great feast and smoking. What are some of the things that Boone would be expected to do now that he is an Indian? He worked for the Indians, went hunting with them, took part in shooting-matches, foot races, etc. How would it be best for Boone to conduct himself in these contests? He always made the Indians do their best, but he knew better than to win. How would all this benefit him?

Boone had lived with the Indians for about five months, when one day there came to the camp a party of Indian warriors prepared to march against Boonesborough. What now must Boone do? Escape during the night and warn his people. Boone was desperate. He took his gun and a little food he had hidden, and started on his way for Boonesborough, which was one hundred and sixty miles away. After four days he reached the fort, and dropped to the ground from exhaustion, for he had had but one meal during the journey. All he could do was gasp out, "The Indians are coming." What would the settlers do? Make the fort strong; each family prepare itself for a siege.

When the Indians came they were led by a Frenchman, De Quindre. Of what importance do you think this would be to Boone? De Quindre would conduct the attack according to methods used by white men, and, therefore, it was more serious than an ordinary Indian attack. What would you expect De Quindre to do first? He demanded that Boone surrender immediately. What do you think Boone would better reply? Boone asked for two days in which to consider the matter. What did this probably mean? That Boone needed time. Why do you suppose De Quindre granted this request? He felt sure of victory. When the two days had passed, what do you think Boone answered? He thanked De Quindre for giving him

time, but declared that every Kentuckian would fight to the very last. How would you expect De Quindre to receive such an answer? Instead of becoming angry, as Boone had expected, De Quindre asked that nine of the men come out of the fort and treat with the Indians. What would you say was his purpose in this? Boone and eight of his men attended the council to which there came many Indians. What kind of men would Boone select? Boone's men were on the lookout for treachery, but before they could help themselves each white man was seized by two great strong Indians. They managed to wrench themselves away, however, and all reached the fort in safety. (Roosevelt, *The Winning of the West*, vol. II, p. 22.)

What would the Indians do when they saw that their trickery had failed? At what disadvantage were they in this fight? To fire to any purpose at all, they had to come out into the open around the fort. What advantage had the Kentuckians? They were protected and had good opportunity to take aim before shooting. In what way were the Kentuckians at a disadvantage? They lacked men; there was no chance for the men to have a rest. How do you think the women of Boonesborough could aid? Prepare food, make bullets, load muskets, and perhaps even shoot. When a boy was twelve he stood guard at his own loophole.

When the Indians found that they could not take

the fort by shooting, what might they do? They attempted to burn the fort, but the fire which they started on the roof of a cabin was put out by one of the young Kentuckians. Then the Indians decided to dig a tunnel into the fort. What sort of place would they select for this? Out of reach of the firing; out of sight. How could the men within the fort find this out? They guessed it because of the river's muddy water. What could they do to counteract this? They began to dig a trench just inside of the walls. What good would this do? What would they do with the earth that they dug out? Why? They threw it over the walls, so that the Indians would know that their undertaking was useless. What effect would you expect this to have upon the Indians? After nine days, very much disappointed, the Indians returned to their homes. What effect would this defeat have on the English influence among the Indians? It would weaken it. Thirty-seven Indians were killed, and many were wounded, while only two Americans were killed and four wounded. What influence would this victory have on the Kentucky settlement? Would tend to make it larger; for now that the Indians had been so thoroughly repulsed more settlers would be willing to come. This was the last time that Boonesborough was ever attacked by the Indians.

Now Boone settled down to live a quiet farmer's

life. What do you think would be his chief pleasure? What kind of animals would he most enjoy hunting? Dangerous ones, such as the panther, wolf, bear. Why not the deer? When would he kill the deer? When he needed hides and meat. What kind of farm do you think Boone would select? A fine rich one, one of the best in the community. Why would you expect him to have one of the richest farms in Kentucky? As the leader of the settlers, he should have the best. He knew the country and so knew which to choose. Why did he deserve to have this? Had it not been for him, Kentucky might not have been settled for some time to come.

From whom did the settlers get their land? From the government. What would each settler have as evidence of his ownership? Certain government papers, made out in a prescribed way. Why would you think it unsafe to neglect the getting of the necessary papers? Some one might come along and claim the land. Why would any one want to do a thing like this, when there were plenty of unsettled lands? Because the occupied land would be cleared and cultivated; there would be a house on it and also crops may have been sown.

Would you expect to find Boone concerned about getting a clear title to his land? (This will call for a discussion of Boone's character.) One day Boone received word that the land which he

had discovered, explored, cleared, and cultivated, and which he was now living on, did not belong to him but to another man. Boone had to give up the land. He returned to Virginia, where he lived for about five years. At the age of sixty he started for what is now Missouri. (Use the map.) This country belonged to Spain. Why do you think the Spanish governor would be glad to welcome Boone to his dominion? His presence would have a good influence on the growth of the settlements. To show his good-will to Boone, the governor gave him a grant of eighty-five hundred acres of land. Why do you think Boone enjoyed life in Missouri? It was so much like his early life in Kentucky.

All went well for Boone until Missouri became a part of the United States, and then the government refused to recognize his claim. What state above all others ought to have come to his aid? (This gives an opportunity for a review of Boone's work in Kentucky.) The Kentucky legislature took up the matter with Congress, and at last, in 1813, Congress granted to Boone eight hundred and fifty acres of land, as a reward for his services to the United States. How old was he then? He was born in 1734. In 1820 Boone died and was buried in Missouri, but about twenty-five years later his body was taken to Frankfort, Kentucky, and a monument raised in his honor.

What services did Boone render his country?

Why do you think they were worthy of recognition? Do you think Boone would have done all this if he had known how it would turn out? This is a letter which Daniel Boone wrote to his sister in 1816, when he lived in Missouri. How old was he then? (Have the letter written on the blackboard and read it to the class.)

(Daniel Boone, by R. S. Thwaites, p. 233):

“October the 19th 1816
“Deer Sister
“With pleasure I Rad a Later from your sun Samuel Boone who informs me that you are yett Liveing and in good health Considering your age I wright to you to Latt you know I have not forgot you and to inform you of my own Situation sence the Death of your Sister Rabacah I Leve with flanders Calaway But am at present at my sun Nathans and in tolarabel halth you Can gass at my feilings by your own as we are So Near one age I Need Not write you of our satuation as Samuel Bradley or James grimes Can inform you of Every Surcomstance relating to our famaly and how we Leve in this World and what Chance we shall have in the next we know Not for my part I am as ignorant as a Child all the Relegan I have to Love and fear god beleve in Jeses Christ Do all the good to my Nighbour and my self that I can and Do as Little harm as I Can help and trust on gods marcy for

the Rest and I Beleve god neve made a man of my
prisepel to be Lost and I flater my self Deer sister
that you are well on your way in Cristeanaty gave
my Love to all your Childran and all my frends
fearwell my Deer Sister

DANIEL BOONE.

“Mrs. Sarah Boone

“N B I Red a Later yesterday from sister Hanah
peninton by hir grand sun Da Ruige she and all hir
childran are well at present.

D. B.”

What do you notice about this letter? What does it show you about Daniel Boone's education? He did not go to school very much. What does it show you about his family life? What sort of life had Boone lived? An adventurous one in the wilds. What in this letter tells you that Daniel Boone was different from most hunters, backwoodsmen, and adventurers?

(6) THOMAS JEFFERSON

MAMIE KELLER

“All men are born free and equal”—Thomas Jefferson wrote these words in the Declaration of Independence in the year 1776. In what sense do you agree with this? In what way are all men not born free and equal? In what way might poverty or position in society prevent equal opportunity? Of what men do you know who, though poor, rose to high positions and showed great ability? (Franklin and Lincoln.) What, then, does the statement mean to you? All men should have equal opportunity. What people do not believe that now? What evidence have you of this? What do Americans think about it?

Let us now see what influences led Thomas Jefferson to make the above statement. He was born in 1743 in Virginia. What other famous Americans were born in Virginia? How old was Washington when Jefferson wrote the Declaration of Independence? How old was Patrick Henry? Jefferson's father, Colonel Peter Jefferson, was a wealthy Virginia planter owning a large plantation not very far from Williamsburg and near the junction of a small river with the James. His mother belonged to one of the old Virginian families. What would these

facts mean as to his education? At the age of five he attended a small country school near his own home. How would that compare with our present-day schools? How then could Jefferson learn other useful things?

What would his sports teach him? How would the river help? Swimming and fishing. A large part of the plantation was still a dense forest. "Occasionally even a bear or panther was found in the forest for only a few miles beyond that thin line of farms and settlements began the great wilderness of which little was known except by the Indian tribes who still called it their own." What things would he do and learn there? Tell about a fox-hunt, which was a common occurrence. What would Jefferson have to learn if he wanted to take part in it? What dangers in the forest aside from animals? What would he learn from them? What, then, would be the result? Strong and healthy, swift of foot, quick of eye, good marksman, good swimmer, and a skilful horseman.

What would he learn through work with his father? His father's plantation was very large. Could his father do all the work? What kind of help did most of the planters in the South have at this time? What does a slave mean to you? How did planters usually treat their slaves? What objections did people later have to slavery? Jefferson's father owned many slaves and was very

kind to them. But even so, Jefferson thought, when a young boy, slavery was wrong. What relation has this to the statement which we quoted?

He obtained education through still another source. In those days hotels, or taverns, as they were then called, were few and far apart, especially in plantation regions. Where, then, would travelers stay overnight? All travelers were especially welcome at the Jefferson home. For this reason many of the prominent men of the day stopped there overnight. What would they be likely to talk about? In what way might this benefit Jefferson? He would learn to talk well and easily, hear about the important topics of the day, etc. In what, then, did Jefferson receive a broad education?

At the age of nine he left his home to attend the boarding-school of a minister, where he studied Latin, Greek, and French. While he was there his father died suddenly. Thomas was the eldest of eight children. At the present time, if a father left eight children, what would be done with his property? In those days there was a law in Virginia which stated that at the death of the father the main part of the property went to the eldest son. What reason might there be for this? To hold property together. What do you think of such a law? Do you know of any place to-day where this is the custom? This was the custom in England, so naturally they kept it up in the new country. Thomas Jeffer-

son was only fourteen years old, but he did not think it was a just law. How did he think his father should have divided his property? Show how this agrees with his statement about "all men" in the Declaration of Independence.

So at the age of fourteen he knew he would be a rich man. How might this affect him? Yet he lived as though wealth would not be his. He decided to finish his education at William and Mary College at Williamsburg, Va. (Point this out on the map.) Besides his college training, he learned a great deal in another manner at Williamsburg. It was the capital of Virginia then. How would this affect the number of people? Kind of people? What would they talk about? Fortunately, the governor of Virginia became a good friend of Jefferson's. Jefferson was often invited to his home. Whom might he meet there? What might he discuss? Of what benefit would this be to Jefferson? He would hear the important questions of the day discussed. This would help him to understand the affairs of his country. At this time, also, he formed a friendship with Patrick Henry. Why would you expect them to be good friends? What would they talk about? It is said that Jefferson listened to one of Henry's great speeches. The time now came for him to choose his profession for life. What profession would interest him most? He chose law. At the age of twenty-six he was elected member of the

Virginia House of Burgesses. What must the Virginians have thought of him to select him for such a position?

What would he try to do? Improve conditions in Virginia. In what particular ways? A Virginia law said slaves could not be freed in that colony as long as they were on Virginian soil. Jefferson tried to change this law but was unsuccessful. He also was instrumental in abolishing the law which gave the eldest son the main part of the father's property at his death. How would this benefit his countrymen? When had this idea started in his mind?

About this time the trouble between England and the American colonists was drawing near a crisis. What were some of the causes of this trouble?

1. Imposing taxes on the colonists without their consent.
2. Cutting off their trade with many parts of the world.
3. The keeping of British armies in America in times of peace without consent of the people.

It was a time when all people in America must decide between England and the Colonies. On which side would Jefferson be? Why? He always believed in freedom and justice. The Colonies must declare themselves free and independent states. Five men were selected to draw up the Declaration

of Independence, two of these being Benjamin Franklin and Thomas Jefferson. Thomas Jefferson wrote the Declaration of Independence with only a few suggestions from the others. Tell the story of the signing of the Declaration of Independence.

When not working for his country how would he spend his time? He had built a beautiful home on his plantation which he called Monticello. Here he enjoyed life with his family. In 1796 he was made Vice-President, and later, in 1801, he was made the third President of the United States. Which do you think Jefferson would prefer, life at Monticello or that as President of the United States? What advantages did the presidency give him for service? Where does the President live to-day?

Where would Jefferson have to go? How long would it take to travel this distance to-day? It took Jefferson much longer. Why? Who were the two Presidents before Jefferson? What kind of ceremony do we have to-day at the inauguration of a President? How do you think Washington's inauguration compared with present custom? Both Washington and Adams were inaugurated with much pomp and ceremony. They rode in the inaugural procession in a magnificent carriage, drawn by four horses and accompanied by servants in livery. They, themselves, were beautifully dressed. What changes would you expect Jefferson to make? Jefferson, in plain attire, rode alone to the Capitol on

horseback, hitched his horse to the fence, walked in unannounced, and took the oath of office without any ceremony whatever. What would people say about Jefferson now? What would they mean by "Jeffersonian simplicity"?

The chief fact we remember about his administration is the "Louisiana Purchase." At this time the French owned the country between the Mississippi River and Rocky Mountains. They needed money badly and, therefore, were willing to sell this whole stretch of country to the United States for fifteen million dollars. How much land does it contain? How many times the size of your state? What is the largest city in that section to-day? Find out how much St. Louis alone is supposed to be worth to-day. How might this purchase further his idea of equal opportunity for all? What would people think of this purchase? After serving his country as President, Jefferson retired to his home at Monticello, where he died July 4, 1826. What had happened on this day just fifty years before?

In what ways did Jefferson show that he believed his statement, "All men are born free and equal"?

(7) ROBERT FULTON

KATHARINE KOEHLER

After the capture of Fort Duquesne, the British captured the remaining French forts one by one. A treaty was made in 1763. What land would the French have to give up? Who owns Canada now? The land east of the Mississippi? How did the United States get possession of it? What was the condition of the country west of the Alleghany Mountains at the close of the Revolution? (Consult the text in class.) (Eggleston, *A First Book in American History*.) Where was most of the population? What were some of the large cities? Now that the colonies owned the land and peace existed, what use would they make of the land? In what direction would they probably go? What were the best methods of travel? What men that you have studied had already become interested in this new country? What had Boone done? G. R. Clark? Washington? Where were the settlements usually made? As settlements became successful, how would travel be affected? To what other use might these means of travel be put? With whom was most of the trade?

In 1807 a notice appeared in the *N. Y. Evening Post* about a new improved method of travel.

This is the notice (Four American Inventors, by Perry, p. 60):

“Mr. Fulton’s new-invented steamboat, which is fitted up in a neat style for passengers and is intended to run from New York to Albany as a packet, left here this morning with ninety passengers, against a strong head wind. Notwithstanding which it is judged she moved through the waters at the rate of six miles an hour.”

How long would it take to get to Albany?

This boat of Fulton’s was the first commercially successful steamboat that had ever been built. It was 130 feet long, 18 feet wide, with side-wheels 15 feet in diameter. (See picture of Clermont, p. 68, Great American Industries.) Here is another notice of the same boat from the *Albany Gazette*, September 2, 1807:

“The North River Steamboat will leave Panler’s Hook Ferry [now Jersey City] on Friday, the 4th of September, at 9 in the morning, and arrive at Albany on Saturday at 9 in the afternoon. Provisions, good berths, and accommodations are provided. The charge to each passenger is as follows:

To Newburg	dols.	3,	time	14	hrs.
To Poughkeepsie	“	4,	“	17	“
To Esopus	“	5,	“	20	“
“ Hudson	“	5½	“	30	“
“ Albany	“	7,	“	36	“

For places apply to William Vandervoort, No. 48 Courtland Street, on the corner of Greenwich Street.”

How long does it take now to go from New York to Albany? How large are the boats?

What changes in the Hudson River traffic have taken place since Fulton's first steamboat in 1807? What is the difference in the length of time necessary for the trip? The size of the boats? The number of the boats?

Aim: We are going to see how it came about that Robert Fulton made this steamboat and how he was prepared for the work.

In what kind of things do you think Fulton was interested? In all kinds of mechanical inventions. When do you suppose these interests began? We can answer these questions better when we know more about Fulton's boyhood. (Colden, pp. 6-8; Knox, pp. 1-14.) He was born in 1766, near Lancaster, Pa. (Find it on your map.) Near what large city was it? What was happening when he was ten or twelve years old? How near was it to his home? A gun factory was in his own town. Where do you suppose he would spend his spare time? What other shops might be of interest to him? What would he learn? What topics were discussed most at that time? The war; the Hessian soldiers, many of whom were quartered near Lancaster; Whigs and Tories; Indians and settlements west of the mountains. What prominent men would he hear about? Patrick Henry, Washington, etc.

Fulton was a favorite among the workmen in the shops, the blacksmiths and gunmakers. What would he learn from them? The use of tools—a knowledge of mechanics and skill in manual work.

What use would a wide-awake boy make of these? One day Fulton made a lead-pencil for himself. How? He hammered out the lead and declared it the best pencil he had ever had. It was not until several years later that the modern kind of pencil was invented. In Fulton's time the pencils were merely strips of black lead. Fulton was so interested in the work at the gun-shops that he was often able to give suggestions to the men, which really helped them in making improvements in their guns. He always made neat and careful drawings first. Why should he make these drawings? To explain his ideas clearly to the men. He was probably popular with the boys in school, too, for he invented an air-gun that worked.

One day Robert was invited to go on a fishing trip with one of his companions and the latter's father. An old flatboat, with a pair of heavy oars, was used as a fishing-boat. One boy rowed while the others fished. Which would the boys prefer to do? When it was Fulton's turn to row he found it very hard work. What would he desire? He thought of a plan that would be easier and lots more fun. What do you think his idea was? It was to have at each side of the boat a paddle-wheel to be

turned by a crank. He then spent many hours making a careful drawing, after which he made a small model of the boat with its paddle-wheels and crank. Next he equipped a big boat in the same way and felt very much pleased when, by the new invention, he was able to propel it faster and with greater ease. What effect would this have on his friends? On his fishing trips?

You will be interested in another thing Fulton did. When did this nation begin celebrating the 4th of July? How old was Fulton? How many celebrations had he enjoyed before 1778? It was the custom at first to celebrate the Declaration of Independence by burning candles in the windows of all the houses. Of what were the candles made? Was there any reason why candles might be scarce or expensive at that time? The country was poor on account of war. Candles were scarce and since they were so necessary it was deemed wise for the town council to issue an ordinance forbidding the use of candles for celebrating that year. What would the boys and girls think about this? Fulton said not a word to anybody, but went quietly to work and made for himself some sky-rockets to celebrate the 4th of July. What are some of the things he must think about in making such a thing? Would he get the right combinations the first time he tried? What would he do then? He figured very carefully just how much powder to use, where to place it, and

how long and how heavy each ball must be, and how high it would go before exploding. Why was Fulton able to experiment with such things without serious danger to himself?

Fulton's mother was a poor woman, so he had to work as soon as he was able to earn a living. What occupation would you expect Fulton to take up? You may be surprised to hear that he became an artist. In what way had he shown any inclination toward this? What relation has painting to what we already know about him? Why would this be impossible at his home near Lancaster? Where would he probably go? His father had a friend who was a well-known artist in Philadelphia. His name was Benjamin West. Fulton went to study with him and became very successful. He painted miniatures and sold them as fast as he made them. What do you think he would do with this money? He bought a farm for his mother in western Pennsylvania. He went with his mother and his brothers and sisters to their new home and stayed until they were settled.

What conveniences would he miss in the country after his four years in Philadelphia? What would he wish his mother had? What disadvantages had the farmers in marketing their products? The roads were poor and the settlements distant from markets. Why would it not be wiser for Fulton to stay with his mother on the farm?

He was enough of an artist to come under the notice of Benjamin Franklin. What advice do you think such a man as Franklin would give him about work? About further study? Read Poor Richard's Almanac. Where did people go for advanced study in those days? Europe. Benjamin West, Fulton's teacher, had already gone to London and had become successful. What would Franklin advise Fulton to do? Fulton went to London. (Colden, pp. 9-10; Knox, pp. 15-34.)

What people would be the patrons of a successful artist? The wealthy and aristocratic—the best-educated people of that time. These were the friends of Benjamin West. What characteristics would you expect Fulton to have which would make him a good companion? He had wide interests and could talk well on many subjects. He also had a pleasant disposition. What things could Fulton tell about that would be of interest to his friends in London? Important men in America, the Indians, the country, mechanical devices, and the future prospects of America. And so it came about that the people of wealth and high standing took Fulton also into their friendship. (Colden, pp. 257-259.) One man who became very much interested in Fulton was the Duke of Bridgewater, who was occupied in constructing canals in England. (Knox, pp. 15-34.)

What were the means of travel in those days? Wagons, stage-coaches, horses, rafts, rowboats, and

sail-boats. Now the Duke of Bridgewater owned a coal-mine in Worsley and wished to ship his coal to Manchester, where there were factories. (Look up places on map.) There being no stream of water connecting these places, how was the coal carried? In wagons. In what way would a canal help?

What were the difficulties in building a canal at that time?

- a. The work was very slow and the digging laborious because there was no machinery. What progress could one hundred men make in a week? In a month?
- b. It was difficult to carry the boats up and down different levels. The engineers did not wish to attempt the building of locks, but preferred to make this canal all one level. How could this be done where hills or valleys intervened? Aqueducts and tunnels were used. In fact, the canal even entered the hill where the coal was being mined. The coal was dumped directly into the barges on the canal. The first canal was completed in one year. The distance was short. This canal was built and in working order when Fulton became acquainted with Bridgewater. The duke was now planning to extend the canal to Liverpool and often talked with Fulton about it.

Why would Fulton become interested in building this canal? What problems had the duke in which Fulton could help him? In what had Fulton excelled as a boy? He gave up painting altogether and devoted all his attention to these problems. What invention would help toward constructing this canal quickly and cheaply? A steam-shovel. So Fulton invented one. What besides the lack of machinery had made the first canal very expensive? Tunnels and aqueducts. Is there any other way of getting over hills and valleys? Locks. They were afraid to attempt locks, so Fulton thought of another plan. Can you think of one? His plan was to build an incline to carry the boats up to the top of the hill with pulleys and chains, while the horse walked around to meet the boat at the top.

He also invented a plan for constructing aqueducts of stronger material. When these inventions were found to be successful, where would Fulton wish to have them used? In America. When had Fulton especially felt the need for such inventions in America? When he was living on his mother's farm. What was the need for canals in America at that time? How would the farmers be helped? To whom do you think Fulton would write concerning these inventions of his? Why to George Washington? When had Fulton first realized the need for better transportation in America?

What kind of boats were used on canals and rivers

at that time? What kind is most generally used now? Steamboats had been tried at that time, one by John Rumsey and another by John Fitch. In fact, the one by Fitch ran regularly one summer on the Delaware River, but Fitch was unable to make people believe in its success and finance it. So what was Fulton's problem? To invent just the right kind that would be practical for general use, and to make people believe in it. Fulton's health was not very good, so he decided to go to France for a rest, but he was so taken up with his idea of building a steamboat that instead of resting he worked very hard.

What would Fulton need in order to build such a craft? In Paris he met an American, Robert R. Livingston, American minister to France, who offered him the money. Livingston invited Fulton to live with him in his home while he was in Paris. Why do you think Livingston was willing to give Fulton financial assistance? Because he had faith in Fulton and saw the need of the better boat. (Knox, pp. 100-106; Colden, pp. 148-151.)

Fulton finally completed an engine and boat and launched it on the Seine River, at Paris. One night, soon after, he was called to the river with the news that his boat had sunk. Why had the boat sunk? The engine was too heavy and had broken through the boat. What must be done now? The boat must be raised. How about the difficulty of such a task?

What improvement must he now make? He must make the boat stronger and the engine lighter. If this boat were successful, where would Fulton and Livingston like best to have it tried? Why in America? They were Americans and wished their own country to have the honor and the benefit. So they brought the invention to this country. What would be necessary in order to obtain permission to run the boat? Why would the Hudson River be the most desirable place to start? Livingston asked the right from the New York legislature to run all steamboats on the waters of that state. What would the legislators demand before granting such permission? A successful boat within a certain time. The legislature finally granted the request provided that they could, within a year, have a boat running regularly and making at least four miles an hour. So the Clermont was finally started, as we have seen.

What would people in general think about it? Many scoffed at the idea. Great crowds were eagerly watching from the shore when the Clermont started off. Who would be willing to make the first trip? The Clermont carried six passengers, a few friends, and the mechanics. It went faster than any sail-boat. In what ways would it look different from a sail-boat? It had no sails; it could travel against the wind; clouds of smoke and sparks came from the funnel. Many had not heard of this boat.

What would they say and do as they saw it coming up the river? Here is an account of what happened:

“The boat used dry pine wood for fuel, and the flames rose to a considerable distance above the smoke-pipe; and mingled smoke and sparks rose high in the air. This uncommon light first attracted the attention of the crews of other vessels. Notwithstanding the wind and tide were averse to its approach, they saw with astonishment that it was rapidly coming toward them; and when it came so near that the noise of the machinery and paddles was heard, the crews (if what was said in the papers at the time be true) in some instances shrank beneath their decks from the terrific sight and left their vessels to go on shore; while others prostrated themselves, and besought Providence to protect them from the approach of the horrible monster which was marching on the tides, and lighting its path by the fires which it vomited.” (Thurston, p. 132.) “One old Dutchman told his wife he had seen the devil coming up the river on a raft.” (Gordy, *Stories of Later American History*, pp. 191–193.) (Also read Towle, pp. 167–168; Morris, pp. 96–98; Colden, pp. 174–176.)

Other people at this time were trying to invent steamboats. What would they do about the Clermont? Contest Fulton’s patent. Fulton spent a great deal of money fighting these lawsuits.

What would other boatmen on the river think and

do about the Clermont? They were jealous. They realized their trade would suffer. They tried in every way imaginable to injure his boat. They would run into his boat and then claim damages. (Knox, pp. 121-126; Colden, pp. 182-186.)

What directions would Fulton give to his captain? Keep the boat clean. Make the passengers comfortable and safe. Avoid trouble. Here is a letter which Fulton wrote to Captain Brink of the Clermont:

“Captain Brink,

“Sir:

“Inclosed is the number of voyages which is intended the boat should run this season. You may have them published in the Albany papers.

“As she is strongly manned and every one except Jackson under your command, you must insist on each one doing his duty or turn him on shore and put another in his place. Everything must be kept in order, everything in its place, and all parts of the boat scoured and clean. It is not sufficient to tell men to do a thing, but stand over them and make them do it. One pair of quick and good eyes is worth six pair of hands in a commander. If the boat is dirty or out of order, the fault will be yours. Let no man be idle when there is the least thing to do, and make them more quick.

“Run no risks of any kind when you meet or over-

take vessels beating or crossing your way. Always run under their stern if there be the least doubt that you cannot clear their head by fifty yards or more. Give in the account of receipts and expenses every week to the Chancellor.

Your most obedient,

ROBERT FULTON."

Why did Fulton write all these things to his captain? He wished to make travel attractive. He wished to avoid all faultfinding, and he wished to make the boat pay. But all the care his captain could take did not prevent the other boatmen from injuring his boat. What could they do to prevent these injuries? Go to law about it. They presented their case so well that the legislature passed a law forbidding any damages being done to the steamboat. So the first steamboat began to be successful. Fulton spent the next eight years of his life in making improvements on his boat. He also made ferry-boats and floating docks that were used on the Hudson at New York.

What do you think would be Fulton's chief pleasure in his success? Why had he done all this hard work? What did he expect it to do for the United States? What need was there for the steamboat in the interior of this country?

Here is a letter which he wrote to a friend about it:
"Having employed much time, money and zeal

in accomplishing this work, it gives me, as it will you, a great pleasure to see it fully answered my expectations. It will give a quick and cheap conveyance to the merchandise on the Mississippi, Missouri, and other great rivers, which are now laying open their treasures to the enterprise of our country; and although the prospect of personal emolument has been some inducement to me, yet I feel infinitely more pleasure in reflecting on the immense advantage my country will derive from the invention." (Thomas Knox, pp. 109-110.) For other personal letters, see *A New Nation*, edited by Charles Barstow, pp. 95-105.

Review: How did Fulton show his talents and interests during his boyhood? How did he follow out these interests as he grew older? What lasting benefits to our country were derived from his invention of the steamboat, with regard to trade, spread of population, safety, stimulation of industries, and progress of other kinds? What influence would this have upon trade in other countries? Upon trade between our country and Europe? Of what benefit would this international trade be? (Great American Industries: Transportation, pp. 70-74.) Why do you admire Robert Fulton?

(8) SAMUEL F. B. MORSE

MAY WARNING

Who knows some one who has sent a telegram within the last couple of days? Where was it sent? How long did it take? How could he have sent the message if there had been no telegraph?

Do you know anybody who remembers when there was no telephone? How did people send messages then? What did people think and say about the first telephone? What changes did it bring about in business life? in social life?

Who has heard his grandfather or grandmother speak of the time when there were no railroads? How did people travel then? How did people regard their first railroad trip?

Have any of you ever ridden in an aeroplane? How many expect to, some time in your lives? How many years have passed since its invention? Why is it not now in common use? It is still relatively unsafe and very expensive. When it is made practical what changes will probably occur?

Do you remember any other wonderful invention which has been made in your lifetime? When and by whom was it made? What important changes did it bring about?

What other great inventions do you know about that have been made within the last one hundred

and twenty-five years? Give the names of the inventors and the dates of the inventions. (Place on the board the inventions, names, and dates in reverse chronological order; somewhat as follows:)

1. Aeroplane—Wright Bros.—1903.
2. Wireless telegraph—Marconi—1899.
3. Automobile—many men—modern work began in 1884.
4. Telephone—Alexander Graham Bell—1876.
5. Sewing-machine—Elias Howe—1844.
6. Telegraph—Samuel F. B. Morse—1832.
7. Reaper—McCormick—1831.
8. Steam-locomotive — George Stephenson — 1821.
9. Steamboat—Robert Fulton—1807.
10. Cotton-gin—Eli Whitney—1793.

Aim: Let us see how Samuel Finley Breese Morse invented and put in use the first practical telegraph.

Remembering Robert Fulton, what have you found to be the usual difficulties of an inventor? Lack of time for work, lack of money, time and trouble in obtaining a patent, lack of public faith. Whom have you known who really chose to be an inventor, just as other young men choose to be lawyers or doctors? Why doesn't a man start out to be an inventor? Invention is the result of some need, usually social. Sufficient knowledge having been worked out by

others as preparation, a man adds the final link and makes it practically useful. What need had Morse seen for his telegraph? Country was large and it was difficult for one part to communicate with another. There was need for quick communication in times of great emergency.

What had others done before him, or what information had he that might help fill this need? Franklin's experiment. Many later experiments. In 1809 at Yale College, when he was eighteen years old, he saw this experiment performed. A current of electricity was passed through a wire. The wire was then broken and the ends held close together. When the current came to the gap in the wire it sent sparks across from one end of the wire to another. The boys in the class, Morse among them, tried the same experiment and found that no matter where the wire was cut, the electricity would show itself as a spark. The class was also shown that the earth could be used as part of the circuit instead of a continuous wire. Later in New York he saw how a horseshoe-shaped bar of soft iron could be changed to a magnet by winding a wire around it and passing a current through the wire; and how its power of magnetism stopped when the current stopped. While it was a magnet, this bar could lift masses of ore of considerable weight and then let them drop when the current stopped. (Have children experiment with ordinary magnet.)

Morse spent about three years in Europe prior to 1832. While there he attended lectures, learning all that was then known about electricity and magnetism. He found scientists just then especially interested in trying to signal and communicate to other persons at a distance by means of an electric current. How do you suppose they were going at it? Many different ways had been tried. One system had consisted of twenty-six wires, at the end of each a bell, each bell being of different tone from that of its neighbor. Why that number? When a current of electricity was passed over the wires the bells rang and the message was learned from the tones of the bells. How could that be done? Another had used twenty-six little balls of pith at the ends of the wires, each ball standing for a letter. The little balls would jump up to the wires whenever the electricity passed through the wire. How could such a message be read? The person to whom the message was sent had to note which balls jumped up and in what order. Other systems had provided for little magnetic needles to turn on their axes at the end of wires.

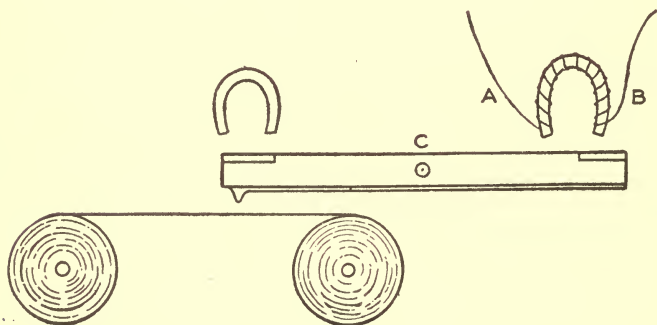
What difficulty was there in all these systems? Too many letters to watch; no way of preserving a message in case of mistakes or for future reference. What was needed? A simpler means of indicating the letters and a means of recording the messages. In October, 1832, Morse embarked from England on

the ship Sully for New York. During the long days on the sea the experiments in signalling by electricity were a frequent topic of conversation. Mr. Morse's mind returned again and again to the subject. He was thinking of the reasons why these experiments had failed to be practical. One day he asked a companion, "Does the length of the wire make any difference in the speed of the electricity?" "None," was the answer. "Can you send it through ten miles of wire as quickly as through ten feet?" "Yes," said Doctor Jackson. Morse had a wonderful idea. If he were to cut a wire at the point to which a message was to be sent, what would happen at that point when a current of electricity was sent along the wire? The electricity would pass instantly along the wire to the gap, then jump across the gap as a spark to the other end of the wire and proceed on its way. He thought of using these sparks at the gap in the wire as signals. How could this be done? In what way was this an advance over every other method of signalling? Signals came from one wire only and were less confusing and the readings could be made swiftly.

What was necessary so that the person to whom the message was sent might understand? An alphabet. At once he set to work on an alphabet. What is the Morse alphabet? Why was it better than previous ones? If very short currents were sent over the wire, what would result at the gap? If a long

current? Two short currents in succession? If no current were sent? These signals he combined to make an alphabet. What would be necessary at one end of the wire? A way of starting and stopping the current. A little key, somewhat like a push button, was placed close to the battery at a gap in the wire. When the key was pressed down it closed the gap and the current passed over the wire. A little spring made it jump up again when the finger was removed, so that the current would not pass the large gap.

What difficulty would the person who received the message have? Eye-strain. No permanent record. So he set to work to solve the other difficulty all the other experimenters had found. He did not sleep. Days and nights were spent in thinking over this plan, until finally he came on deck with this drawing, which he explained to his fellow passengers. (Put the drawing on the blackboard bit by bit, explaining and questioning as you proceed.)



AB was the wire at the place where the message was to be received. He wound this around a horse-shoe-shaped bar of soft iron. (Draw the bar.) What happened to a bar of soft iron when a wire was wrapped about it and a current of electricity passed through the wire? It became a strong magnet. When the current stopped? It lost its magnetism. Beneath this he had drawn a wooden bar fastened at the center *C* like a teeter, so that the ends *D* and *E* could move up and down. If a small piece of iron is fastened on top of the wooden bar at *E* (draw it), what will happen when the current comes over the wire *AB*? End *E* is attracted up to magnet. When the current stops? End *E* drops back again. If a piece of paper is placed under *D* and a pointed piece of lead fastened to its under side, what will happen? (Draw lead.) When end *E* is attracted *D* will go down to the paper and make a mark on it. What difficulty do you see with regard to the writing on the paper? All will be on one spot unless paper is moved. How could this be done? He placed beneath the lead at *D* a long strip of paper rolled up on two rods or drums. These were to be connected to cog-wheels of clock-work. Then when the spring of the works was wound up the cog-wheels would start to turn. How would this solve the difficulty? These would move both drums in the same direction and the paper would unwind from one rod and roll up on the other.

Do you see any difficulty there might be with the end of the rod *E* when the currents sent over the wire were short and very close together? Might remain fastened to *E*. Is there any way in which it might be made to spring back to its original position? At *D* on the upper side of the bar he placed a piece of iron like the one at *E*. (Draw.) Above this he placed a magnet, weak, but of permanent strength. How would this solve the difficulty? When the electromagnet was working its power was strong enough to overcome the force of the weaker magnet. When the current stopped the weaker magnet quickly drew up the end *D*. With what feelings would his fellow passengers receive his drawings and explanations?

What problems were now before him? To get his idea patented before any one else arrived at the same plan; to make a model and get help to put it in use. What difficulties would he encounter? Getting a patent requires time. All parts of the machine would have to be made by himself or overseen by him, which would require much time and money. The machine must be tested to prove its worth. He must have enough money to provide for his own wants during that time. It occupied three years of work and endless discouragement to complete a working model of that plan.

How do you suppose he had been living all this time? Curiously enough, like Fulton, he was an

artist and had studied under the same master in London. He was an especially good painter of historical pictures, and after his first study abroad had returned to America, hoping not only to make a living with his brush, but also to acquire fame. He brought with him a large picture of "Hercules Dying," and set it up in a studio in Boston. Many people flocked to see it. What would he expect? Can you suggest reasons why the Americans were slow to give him orders? They did not then appreciate historical paintings. What kind of paintings would they have liked better? Portraits and familiar scenes. How could he earn his living then? By painting portraits. It was tedious work. No inspiration without liking for subject. Occasionally he received a commission to make an historical painting which was more to his liking, such as the portrait of General Lafayette, who was visiting in New York. His reputation as an artist was becoming greater all the time.

How might he improve himself? By further study. Where could he go to study? In Europe. This was the trip of 1832. What else besides art and artists was he interested in? Scientific research, especially in electromagnetism. The lectures he heard and experiments he saw gave him the inspiration which led to his plan of the telegraph on board the Sully.

Upon returning how would he then earn money to

live? His brothers assisted him a while until he was offered a position as professor of the arts of design and accepted it. How would this affect his experiments? His art work? How would many people regard his change from artist to inventor? A good artist spoiled. How would he regard his art work? Merely as a means of making money to finish or improve his apparatus. His time and all the money he could spare were spent in completing the machine. He even went out at night to buy food to conceal his poverty from his friends. Finally, after five years of self-denial and hard work, his machine was completed.

What difficulties were there still? Lack of money and interest of the people. How could he get his money? From private sources or else from the government. What reasons could he advance to individuals for investing in the telegraph? It would provide an opportunity for private gain and would at the same time aid the public. What reasons could he advance to Congress for aiding him in constructing a telegraph? It would provide a rapid method of communication; the qualities of his machine were superior to any other; honor to the United States and benefit to the people would come through practical use of his invention. What advantages could he claim for his invention?

1. Full and precise information could be transmitted almost instantaneously.

2. Messages could be sent day or night, in all kinds of weather.
3. Records could be made in permanent form.
4. Communications could be kept secret from all but the persons for whom they are intended.

It seemed to him that it would require thirty thousand dollars to set up and put in use the telegraph. Here is his estimate of the costs:

Two hundred miles of wire covered with cotton at \$100 per mile.....	\$20,000
Other expenses of preparing wire.....	1,200
Batteries and instruments for two stations.....	800
Services of Professor Gale in the Chemical Department, services of Mr. Vail in the mechanical department, services of assistants, my own services in superintending and directing the whole—total.....	4,000
Total	\$26,000

Finding no individuals willing to invest thirty thousand dollars, in 1838, for the first time, he appealed to Congress, and at each succeeding session until 1843. How do you think the different congressmen would discuss his petition? With what feelings would he regard the repeated refusals to help him? Why would he not give up? He felt that his invention filled an imperative need, greater than the mere opinions of congressmen.

Was there anywhere else he might try for help? Abroad. What had scientific men abroad probably been doing? Experimenting along same lines. To whom would foreigners give their financial assistance? To their countrymen. Although he was received with great hospitality and esteem, no financial aid nor valuable patents were given him. He returned home in despair and petitioned the Congress of 1843 for the last time. Congress was so near the end of its session and there were so many important bills ahead that Morse thought from experience he could get no help. He went back to his hotel, heartsick with disappointment, and with just part of a dollar left. He determined not to petition Congress again. What was left for him to do? In the morning, when he came down to breakfast, his face was the picture of gloom. The daughter of an old friend, Mr. Ellsworth, met him at the door with a smiling face. "I have come to congratulate you, Mr. Morse." "For what, my dear friend?" "On the passage of your bill." How would he feel? Amazed—incredulous—overjoyed. What questions would he ask? In gratitude to Miss Ellsworth he promised that she should send the first message over the finished wire.

What was to be done first? Make apparatus and get men. The line was to extend from Baltimore to Washington, D. C., a distance of forty miles. He intended to place the wire underground, and gave

Ezra Cornell, the man who founded Cornell University, charge of this, and Mr. Vail charge of making the instruments. Mr. Cornell invented a plow of peculiar shape to dig the trench and put in the pipes to hold the wires. But after twenty thousand dollars of the money had been spent, Mr. Morse found that the wires wouldn't carry the electricity. He came to Ezra Cornell in despair, saying, "Most of our money is gone and 'this plan doesn't work. Suppose the public finds this out? What can we do?" What trouble would occur if the public learned the truth? Mr. Cornell thought a moment, then, grasping the handles of the plow and telling the men to start the eight mules, he pushed forward, accidentally, as it seemed, hitting the point of a rock, which broke the plow to pieces. This misfortune was published in the newspapers, and it was announced that it would cause some delay and perhaps change of plans.

What was now to be done? Place wires on poles overhead. What reasons might Mr. Morse have had for not doing this in the first place? Thought they might be dangerous—people might tamper with them. The wires were soon strung up. What was now necessary? To test the system. In 1844 there was a Whig National Convention meeting in Baltimore to nominate a President. There was intense interest felt, since Henry Clay, the favorite of the people, was a prominent candidate. This interest

was especially intense in Washington, D. C. Why? How would they know who had been nominated? A great crowd had gathered at the station, waiting eagerly for the coming of the first train with news. Suddenly the word went from mouth to mouth that Clay had been nominated. What questions were asked by these people? How could any one know? What train had arrived? They were told "the news had come by lightning message, flashed over a wire which led from Baltimore to Washington." How would they regard such an announcement? Most of them knew nothing about electricity and scoffed at the idea. So they waited for the train to come in. When the passengers alighted they were surprised to find their news had gone before. What questions would they ask? How was this done? Who brought the news?

Now that the telegraph had proved to be in working order, what would Morse do next? May 24, 1844, was chosen as public exhibition day. Miss Ellsworth's mother chose a line from the Bible for her daughter to send: "What hath God wrought?" What do you think of the choice? What had he still to gain? Faith of the public, to the extent of their use of the telegraph. Which would the public be quicker to use, the steamboat or telegraph? Why? There was no personal risk in using the telegraph. Which would have the fewer enemies? Why? Telegraph was in competition with no other

established business. At first people did not understand that messages, not things, were sent over the wires. Some very amusing incidents are related. One day a pretty girl stepped into the office in Washington and asked how long it would take to send to Baltimore. "One second," said Mr. Morse. "Oh, send this even quicker, if you can," and she thrust into his hand a neatly folded, sealed, gilt-edged note. "I cannot send this note," said Mr. Morse, "it is impossible." "William and I have had a quarrel and I shall die if he doesn't know that I forgive him in a second. Do send it." Mr. Morse still insisted he could not send the sealed note, when the girl asked, "You will then send me on, won't you?" Mr. Morse attempted to explain how messages were sent, but the girl left in tears, declaring it was too slow.

For whose benefit was this invention intended? Who ought to own it, then? Morse offered to sell it to the government, but Congress thought it would not pay and declined to consider it. In what other way might Morse give the people the benefit of this invention? He formed a stock company and offered to send messages for the public. People were quick to see its advantages and the messages sent increased in number amazingly. What desire would this arouse in other parts of the country? To possess a telegraph system, also. If other people wished to put up a telegraph system, what would be necessary?

Pay for use of the idea. Unfortunately many people tried to use Morse's ideas without paying for the privilege, and to protect himself he was obliged to sue these persons in the courts. This led to long and bitter trouble, but he finally won.

Many short telegraph-lines, owned by many different persons and small companies, were soon in existence, some between the same places. What disadvantages might this bring? Competition so lowered the rates that many persons owning such lines failed. What remedy was there? This competition and the difficulty of sending messages long distances over many lines led to the formation of the Western Union Telegraph Company, which united or bought up the smaller lines. What advantages would such a company bring? What disadvantages? What benefit had the United States received as a result of this invention, in commerce? in public affairs? in social life? in prestige? in making the country more of a unit?

REVIEW

1. How did Morse get his idea of inventing the telegraph?
2. In what respects was Morse's invention better than any other previous inventions?
3. Why did he try to force it upon a Congress which did not seem to want it?
4. Why were foreign nations more willing to

help their own citizens in this case than to help Morse?

5. What was still lacking in order to send information to any point on the earth?
6. Enumerate the advantages in our lives which are due to the telegraph.

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